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A SPORTS CURRICULUM

SEWARD C. STALEY, Ph.D.

PROFESSOR OF PHYSICAL EDUCATION
UNIVERSITY OF ILLINOIS

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A SPORTS CURRICULUM

*An Outline of the Service Curriculum in Physical
Education (Sports) for Men at the
University of Illinois
for 1936-37*



SEWARD C. STALEY, Ph.D.

*Professor of Physical Education
University of Illinois*

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PREFACE

This book presents the essential features of the service (non-professional) curriculum in physical education (sports) for men at the University of Illinois.

Particular attention is called to the fact that while at the University of Illinois the official title of this program is "The physical education curriculum" it is more appropriately called "The sports curriculum." This explains the title, "A Sports Curriculum" adopted for the present book.

The philosophy, principles, and practices constituting the bases of this curriculum are presented in detail in the following book:

Staley, Seward C., *The Curriculum in Sports*. Philadelphia: W. B. Saunders Company, 1935. 373 p.

The curriculum outlined here is the product of nine years of study, experimentation, and revision. It is still being subjected to these procedures.

The following individuals have contributed to the development of the curriculum and to the formulation of the outline. The author is deeply appreciative of their cooperation and advice.

Department Staff 1935-36

Winsor W. Brown, B.S.	C. Douglas Monsson, B.S.
Herbert W. Craig, M.S.	King J. McCristal, M.S.
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Joseph P. Ferry, B.S.	Wendel S. Wilson, B.S.

The materials, plans, regulations, etc., submitted here are subject to change without notice.

For information concerning the curriculum, or anything related to it, inquire at Room 201, Men's Old Gymnasium.

S. C. STALEY, PH.D.
Professor of Physical Education.

GENERAL REGULATIONS

University Requirement. The University of Illinois requires each undergraduate student to secure credit in four physical education courses for graduation. The University also requires each student taking the pre-medicine course, the pre-law course, the pre-dentistry, and the pre-pharmacy course to secure credit in four physical education courses in order to be approved for transfer to these respective colleges. The four credits must be secured in four different courses.

Health Examination. All new students are required to take a health examination before registering. This examination is given by the staff of the Department of Health Service at the Health Service Building. Any student, whose condition is doubtful, may be recalled for reexamination at any time. Any student, who so desires, may be reexamined at any time.

Students With Defects. Students with seriously defective conditions (conditions so serious that they necessitate excuse from the basic military courses and the regular physical education courses, and suggest special attention) are required to enroll in P.E. 20a (later in 20b, 20c, 20d), Adapted Sports. Students with slightly defective conditions (conditions not serious enough to necessitate excuse from the basic military courses but serious enough to suggest special attention) are required to enroll in P.E. 21a (later in 21b, 21c, and 21d), Special Sports.

Students enrolling in Adapted Sports for the first time are required to enroll in P.E. 20a. Those who enroll in this course for succeeding semesters should enroll in P.E. 20b, then in P.E. 20c, and then in P.E. 20d. Students enrolling in Special Sports for the first time should enroll in P.E. 21a. Those who enroll in this course for succeeding semesters should enroll in P.E. 21b, then in P.E. 21c, and then in P.E. 21d.

Students assigned to Adapted Sports or Special Sports must continue to enroll in these courses until removed by the Department of Health Service. Enrollment may be for one, two, three, or four semesters. If removed before securing four credits, students are free to elect from the other courses.

Ordinarily, students assigned to Adapted Sports or Special Sports are not removed from the same during the semester. Rather they are removed between semesters. Students are removed from Adapted Sports and Special Sports when their conditions have improved sufficiently to warrant removal.

Students may be transferred from one of the regular courses in physical education to Adapted Sports or Special Sports during the semester, on the recommendation of the Department of Health Service. If this transfer is made before the middle of the semester, the student is asked to put through a regular change slip. If the transfer is made after the middle of the semester, the student is transferred within the department. In this case he retains registration in his original course but reports to the class in Adapted Sports or Special Sports as assigned.

Students Without Defects. Students without defects may elect any of the courses offered, except Adapted Sports and Special Sports

Enrollment Regulations. All students, except those who have been granted special permission to do otherwise, are required to enroll continuously in physical education until they have completed the requirement. Permission to defer enrollment is granted only for extraordinary reasons. This permission is granted by the respective college deans.

Credit. All courses except Adapted Sports carry one-half hour credit. The course in Adapted Sports carries one hour credit.

In some colleges the credit counts toward graduation; in other colleges it does not count toward graduation.

Frequency of Class Meetings. All classes except Adapted Sports and Archery meet two times per week. Classes in Adapted Sports meet three times per week. Classes in Archery meet once each week.

Length of Class Meetings. All classes except Archery meet for thirty minute periods, starting ten minutes after the regular class period begins, that is, ten minutes after the hour, and stopping ten minutes before the regular class period ends, that is, twenty minutes of the hour. Classes in Archery meet for ninety minute periods, that is for a double period.

Laboratory Fees. All of the courses, except "Soft Ball and Ice Skating" and "Water Polo and Ice Hockey", may be taken without additional cost by all regular and special students. A laboratory fee of \$2.25, to cover rink charges, is charged for each of the excepted courses. This fee is paid to the Bursar at the time of registration.

Facilities. The facilities used in connection with the curriculum are listed below: Several additional rooms and fields and a nine-hole golf course are also available and used occasionally

1 gymnasium 50-ft. x 125-ft.	16 combination four-wall hand-
1 gymnasium 80-ft. x 150-ft.	ball and squash racquet
1 gymnasium 90-ft x 160-ft.	courts
1 gymnasium 40-ft x 80-ft.	1 ice rink 150-ft. x 225-ft.
1 natatorium 24-ft. x 75-ft.	6 concrete tennis courts
1 natatorium 36-ft. x 75-ft.	1 sports field 300-ft x 300-ft.
1 gymnasium 175-ft. x 225-ft.	1 sports field 500-ft. x 600-ft.
	1 sports field 400-ft. x 800-ft.

Equipment. The University supplies all general equipment such as volley balls, soccer balls, water wings, etc., free of charge. Personal equipment such as tennis racquets, golf clubs, handballs, etc., must be furnished by the students. (See the course outlines for details).

Costume. Each student is required to furnish his own costume. A specific costume, adapted to the needs of the activity or activities covered, is used in each class. The costume used in each class is selected from the articles listed below. Each of these garments except the shoes must conform to the design, material, and color of the sample garments kept in Room 201, Old Gymnasium. (See the course outlines for details).

- white cotton shirt with sleeves
- grey cotton sweat shirt
- white cotton fencing half jacket
- white duck trousers
- grey cotton sweat pants
- blue cotton drill shorts with orange stripes
- black rubber swimming cap
- white wool socks
- canvas-rubber shoes (any color)
- soccer shoes (or a suitable substitute)
- Oxfords with taps
- golf shoes

Students are permitted to attend class only when clad in the specified costume in a clean condition.

Attendance Regulations. Absence and tardiness is handled according to standard university practice. This is as follows: Any student who is tardy or absent so frequently that the quality of his work is "impaired" will be reported to the dean of his

college for checking. Any student who is tardy or absent so frequently that the quality of his work is "seriously impaired" will be reported the dean of his college with the recommendation that he be dropped from the course with a grade of E.

Failure Provisions. Students who fail a course are not required to repeat it. They may repeat the course or take a different course in the succeeding and later semesters.

Special Examinations. Students may take special examinations in all courses, except Adapted Sports, Special Sports, and Group Sports. The procedure entails securing permission from the dean of the respective college, securing permission from the head of the department of physical education, securing permission from the teacher of the respective course, and paying the special examination fee of five dollars to the Bursar.

No Substitution. Students are not permitted to substitute participation in other curricula or participation in extracurricular activities for curriculum courses.

Additional Enrollment. Students are permitted to take additional physical education courses after completing the university requirement. As a matter of fact students are urged to take advantage of this opportunity. In some colleges this credit is accepted toward graduation; in other colleges it is not accepted toward graduation.

Faculty Members and Graduate Students. Faculty members and graduate students are granted permission to attend any and all classes without registration, on application to the head of the Division of Faculty and Graduate Student Recreation. (Room 202, Old Gymnasium.)

Personal Consultation. Undergraduate students, graduate students, and faculty members are invited at all times to consult with the members of the physical education staff regarding sports, and recreation problems. (See the Faculty Directory for a statement of office hours.)

LOCKER ROOM SERVICE

Service Fee. Each student registered in a physical education course is required to pay a service fee of one dollar per semester. This entitles the student to the use of a locker and clean towels throughout the semester. The fee is paid to the Bursar at the time of registration.

Locker Room Attendants. A locker room attendant is on duty in the basement of each of the two gymnasiums—the Old

Gymnasium and the New Gymnasium—from eight A. M., until twelve noon and from one P. M., until six P. M., daily, except Sundays and holidays.

Lockers. A student may secure the assignment of a locker through presenting the attendant with his fee slip and his general deposit card. A one dollar debit is charged against each student's general deposit fee for a padlock for this locker.

Towels. A student may secure a towel through presenting the attendant with his fee slip and his general deposit card. A fifty cent debit is charged against each student's general deposit fee for the towel. A student may secure a clean towel at any time by presenting a used towel to the attendant.

Vacating and Renewing Lockers. All lockers must be vacated or renewed on or before the following dates: At the end of the first semester—Feb. 15. At the end of the second semester—June 15. Lockers not vacated or renewed on the above dates will be emptied by the attendant. Goods removed in this manner will be held in the locker service room.

Deposit Forfeits. Students who fail to vacate or renew their lockers on or before the indicated dates forfeit their deposits on the same.

Deposit Debit Cancellation. The deposit debits on the padlock and towel are cancelled when these articles are turned in.

Vacating Lockers. Lockers may be vacated by presenting the attendant with the locker receipt and padlock.

Renewing Lockers. Lockers may be renewed at the beginning of the second semester by presenting the attendant with the old locker receipt and the new fee slip.

Changing Lockers. A student who wishes to change lockers yet remain in the same gymnasium may do so by presenting the attendant with his locker receipt and padlock.

A student who wishes to change lockers and at the same time transfer to the other gymnasium may do so by: first presenting his locker receipt and padlock (and towel) to the original attendant; then (with his old locker receipt) applying to the new attendant for the assignment of a new locker and padlock (and towel).

Lost and Found Articles. Articles found in and about the sports plant are turned in to the locker room attendant. Students losing goods in this area should make inquiries at this office.

CLASS PLANS

Educational Philosophy. The curriculum outlined here is based on the thesis that education is a process of directing individuals in learning activities that will contribute to socially efficient living.

All-inclusive Objectives. The principal objective of the curriculum, stated in terms of the learner's conduct outside of school, is:

- I. "Participating in a variety of sports according to social and hygienic standards." This may be elaborated as follows:
 - a. Participating in sports—which will contribute to the joy of living, and, incidentally, contribute to the wholesome use of leisure, the creation of character, and the development of health.
 - b. Participating in sports in a sportsmanlike manner—which will contribute to social welfare.
 - c. Participating in sports in a healthmanlike manner—which will contribute to individual welfare.

One other objective also given some consideration and attention in the curriculum is:

- II. "Appreciating sports." This may be elaborated as follows:
 - a. Appreciating technique, strategy, artistry, accomplishment, and similar qualities in the performance of sports.
 - b. Appreciating the history of sports.
 - c. Appreciating the social (cultural) significance of sports.
 - d. Appreciating the individual (personal) significance of sports.

Conduct Objectives. The conduct objectives listed in the outline are items of conduct (activities) which it is expected the students will engage in in the future outside of school. These are ultimate objectives.

Control Objectives. The control objectives listed in the outline are controls of conduct (skills, knowledge, dispositions, and conditions) which the students are expected to acquire to the end of attaining the conduct objectives. These are immediate objectives.

Standards of Achievement. The standards of achievement listed in the outline are standards of learning the students are expected to achieve in each of the respective conduct objectives.

Textbooks. The students are not required to provide themselves with textbooks in any course. In a few courses, however, they are requested, if possible, to provide themselves with such books. These are selected from the books listed as reference books and are announced by the instructor in charge of each class.

Reference Books. One or more reference books are prescribed for each course. Copies of these books are on file in the North Reserve Room in the Library. They may be withdrawn from the Library for a period of seven days.

Method of Class Conduct. All classes are conducted in an informal manner. All are conducted on the principle that each student is assuming responsibility for his own learning. The instructor serves as a guide, counselor, and examiner.

Weather Provisions. All classes, save those in Soccer, Golf, Tennis, and Softball, normally meet indoors. The excepted classes normally meet out doors. In good weather many of the classes which normally meet indoors—Individual Tumbling, Boxing, Foil Fencing, etc.—are transferred outdoors; here they engage in the regular class work. In bad weather all of the classes which normally meet outdoors are transferred indoors; here they may drill on selected fundamentals, or participate in discussions on the rules, technique, strategy, sportsmanship, healthmanship, etc., as conditions suggest.

Final Grades. Students are awarded final grades according to the regular university grade scale. This is as follows:

- A, Excellent
- B, Good
- C, Fair
- D, Poor
- E, Failure

Basis of Final Grades. The final grades in all courses are derived principally from examinations designed to test the student's achievement in learning the materials covered in the respective courses.

Types of Examinations. Three types of examinations are offered. These are as follows: 1. Performance examinations, which test the student's general performing ability. These examinations, to a varying degree, cover skills, knowledges, dispositions, and conditions. 2. Demonstration examinations, which test the student's skill. 3. Written examinations, which test the student's knowledge.

Some examinations are objective; others are subjective. All examinations that can be made objective are formulated on this basis.

Sportsmanship Score. The scores awarded for sportsmanship are estimates based on the student's social conduct throughout the semester. This factor includes courtesy, cooperation, honesty, language, industry, enthusiasm, etc.

Healthmanship Score. The scores awarded for healthmanship are estimates based on the student's hygienic conduct throughout the semester. This factor includes cleanliness of costume and person, safety precautions, spitting practices, bathing practices, etc.

Grade Scale. All grades are awarded in terms of the following scale:

90 or more points	A
81-89 points inclusive,	B
69-80 points inclusive,	C
60-68 points inclusive,	D
59 or less points,	E

TERM REPORTS

General Requirement. A term report is required of each student registered in each of the courses included in the physical education curriculum.

Types of Reports and Topics. The type of report and the topic assigned in each of the several courses is outlined below. (See course outlines for details).

<i>Course</i>	<i>Type of Report</i>	<i>Topic</i>
20a, Adapted Sports	Essay	"The nature of my condition. The cause of my condition. The means for ameliorating my condition (if this is possible); or the means for protecting myself against the aggravation of my condition (if amelioration is impossible)."
21a, Special Sports	Essay	
20b, Adapted Sports	Essay	"The effect of my condition on my proposed life work; and the effect of my proposed life work on my condition."
21b, Special Sports	Essay	

<i>Course</i>	<i>Type of Report</i>	<i>Topic</i>
20c, Adapted Sports	Essay	"Leisure."
21c, Special Sports	Essay	
20d, Adapted Sports	Essay	"Hobbies."
21d, Special Sports	Essay	
22, Badminton	Magazine Review	"Outdoor Sports."
23, Volley Ball	Book Review	"History of Specific Sports."
24, Beginning Swimming	Essay	"Exercise, or Posture, or Training."
25, Individual Tumbling Stunts	Book Review	"Sporting Adventures."
26, Double Tumbling Stunts	Book Review	"Sporting Literature Classics."
27, Apparatus Stunts	Book Review	"General History of Sports."
28, Boxing	Essay	"Leisure."
29, Wrestling	Essay	"School Sports."
30, Foil Fencing	Magazine Review	"Wildlife Conservation."
31, Soccer	Magazine Review	"Sports in Education."
32, Golf	Book Review	"History of Specific Sports."
33, Tennis	Book Review	Technique of Outdoor Sports."
34, Softball and Skating	Essay	"Wild Life Conservation."
35, Tap Dancing	Magazine Review	"Recreation."
36, Clog Dancing	Book Review	"Leisure and Recreation."
37, Individual Athletics	Essay	"National (or State or County) Recreation."

<i>Course</i>	<i>Type of Report</i>	<i>Topic</i>
38, Circus Stunts	Book Review	"Sporting Adventures."
39, Advanced Circus Stunts	Book Review	"General History of Sports."
40, Group Sports	Book Review	"Technique of Outdoor Sports."
41, Advanced Swimming	Essay	"Philosophy of Sport."
42, Life Saving and Diving	Essay	"The Operation of Swimming Pools and Beaches."
43, Water Polo and Ice Hockey	Book Review	"Nature and Wildlife."
44, Handball	Essay	"Municipal Recreation."
45, Squash Racquets	Book Review	"Philosophy of Sport."
46, Archery	Magazine Review	"Outdoor Sports."
47, Sabre and Epee Fencing	Book Review	"Sporting Literature Classics."

Form of Preparation. All term reports must be prepared according to the plans prescribed for the preparation of themes in Freshman Rhetoric. Each must be from 1000 to 2500 words in length, as suits the author. Each should contain the following information on the outside page:

1. Student's name
2. Student's class number (if assigned)
3. Instructor's name
4. Course number
5. Course name
6. Section letter
7. Class days and hour

Due Dates. A due-date for turning in reports is set for each class section. The instructor in charge of each class section announces the date. A schedule of due-dates for turning in reports for all sections is also posted on the bulletin boards in both gymnasiums.

Turning in Reports. Reports may be turned in to the instructor or to the Secretary in Room 201, Old Gymnasium. Reports may be turned in in advance of the date due.

Late Reports. Each report turned in late will be graded down one point for each day late.

Library Arrangements. All books cited for review are on file in the North Reserve Room of the main library. These books may be withdrawn from the library for seven days. All magazines cited for review or reference are on file at the loan desk in the main library. These magazines may not be withdrawn from the library. Additional copies of some of these books and magazines are on file in the main library or in the seminars.

Reference Topics and Reference Magazines. The Reference Topics listed under the heading Term Reports in the course outlines are suggested topics for looking up source material in the Card Catalogue and the Readers Guide. The Reference Magazines listed under this same heading are also suggested sources of material.

PROFICIENCY EXAMINATION REGULATIONS

Proficiency Examination Provision. The four semester credits in physical education required by the university authorities for graduation may be secured through: (a) Taking and passing four scheduled physical education courses, (b) Taking and passing four proficiency examinations, (c) Or taking and passing a combination of four scheduled courses and proficiency examinations. In the latter case a student may meet the requirement through taking and passing 1 course and 3 proficiency examinations, or 2 courses and 2 proficiency examinations, or 1 course and 3 proficiency examinations.

Nature of Examinations. In general, the proficiency examination program in each course includes the same kinds of examinations, covers the same materials, and is scored in the same manner, as the regular program of examinations for the same course. (See the course outlines for details) .

Credit. In order to secure credit for a proficiency examination a student must secure the equivalent of a "C" grade or better.

Prohibitions. Exclusive of the prohibitions listed below all students are permitted to take proficiency examinations in any and all courses.

Students are not permitted to take proficiency examinations in courses in which they are registered. Students, therefore

should not register in courses in which they propose to take proficiency examinations.

Students enrolled in Adapted Sports and Special Sports are not permitted to take proficiency examinations.

Students are not permitted to take proficiency examinations in courses which they have taken and failed. Failures may be removed only through taking the courses over or taking special examinations.

Offerings. One proficiency examination is offered in each course, except Adapted Sports, Special Sports, and Group Sports, each Semester. With the exceptions of Ice Skating and Ice Hockey in the first semester, and Golf, Tennis, Softball, and Soccer in the second semester, these examinations are given during the first two weeks of the semester. Examinations in the excepted activities are given later in the semester. A schedule of examinations is posted on the bulletin boards in both gymnasiums.

Repetition Permitted. Students who have taken a proficiency examination in a course and failed may try it again in a succeeding semester.

Outside Preparation. Students are urged to prepare themselves for proficiency examinations during their spare time and secure as many credits as possible in this manner.

Special Notice. All students, excepting those granted the privilege of deferment, are required to enroll in physical education until all four credits have been secured. Passing a proficiency examination, therefore, does not exempt a student from taking work in physical education during the current semester.

INTERSECTIONAL COMPETITIONS

Offerings. Intersectional competitions are held in each of the courses included in the curriculum except Group Sports and Circus Stunts. (See the course outlines for details.)

Frequency. Competitions are held each semester in each of the activities included in the curriculum except Golf, Tennis, and Horseshoes. The competitions in Golf, Tennis, and Horseshoes are conducted only during the second semester.

Relationship to Class Work. The class period is used to instruct individuals, organize teams, conduct tryouts, etc., in other words, prepare the class members for the final competitions. The final competitions, on the other hand, are held outside of class hours.

Participation in these competitions has no bearing on the participants regular program of class work; in other words, participation does not exempt a student from attending class, nor exempt him from examinations, nor effect his final grade, etc.

Participation Regulations. The competitions are open only to students registered in the respective courses. In all courses, except Adapted Sports (and Special Sports), Boxing, and Wrestling, everyone registered in each respective course is eligible to participate in the intersectional competitions.

In Adapted Sports (and Special Sports) only those students whose applications are approved by the Instructor are permitted to enter. In Boxing and Wrestling previous competitive experience precludes participation. Each candidate for competition in Boxing and Wrestling must also be checked by the Department of Health Service; only those approved by this Department are permitted to compete.

Date of Competitions. All intersectional competitions, save Softball, Skating, Water Polo, and Ice Hockey, are held some time during the last three weeks of the semester. In the first semester, the competitions in Softball and Water Polo are held during the eighth or ninth week. In the second semester the competitions in Ice Skating and Ice Hockey are held during the eighth or ninth week. The exact dates are posted and announced.

Entrance Fee. Each contestant in these competitions is charged an entrance fee of twenty-five cents. Each contestant pays only one entrance fee regardless of the number of events in which he enters. All entrance fees are paid to the Captain of each team or to the Secretary in Room 201, Old Gymnasium.

Medals. Medals are awarded in all of these competitions. In some events the first place winner or winners are awarded medals. In other events both the first and second place winners are awarded medals. (See the course outlines for details).

Sportsfest. In the fall semester the finals in Ping Pong, Single Wall Handball, Badminton, Individual Tumbling Stunts, Double Tumbling Stunts, Boxing, Wrestling, Foil Fencing, Tap Dancing, Clog Dancing, and Volley Ball are run off in a joint meeting called the Sportsfest.

“The wise man keeps fit by appropriate daily exercise and is then in condition to benefit from week ends and seasonal periods of more strenuous activity.”

—Austin Fox Riggs, Physician.

A True Illini Sportsman:

1. Will consider all athletic opponents as guests and treat them with all of the courtesy due friends and guests.
2. Will accept all decisions of officials without question.
3. Will never hiss or boo a player or official.
4. Will never utter abusive or irritating remarks from the side-line.
5. Will applaud opponents who make good plays or show good sportsmanship.
6. Will never attempt to rattle an opposing player, such as the pitcher in a baseball game or a player attempting to make a free throw in a basketball game.
7. Will seek to win by fair and lawful means, according to the rules of the game.
8. Will love the game for its own sake and not for what winning may bring him.
9. Will "do unto others as he would have them do unto him."
10. Will "win without boasting and lose without excuses."

A True Illini Sportsman (in training) :

1. Will practice his sport regularly for at least one month prior to active competition.
2. Will secure an adequate amount of sleep (usually eight hours daily) in a properly ventilated room.
3. Will eat temperately, at regular times (and not between) during the period of training.
4. Will not engage in practice or competition within one hour after eating.
5. Will take a cleansing bath, and dry thoroughly with a clean towel after each practice and contest.
6. Will refrain from smoking and drinking during the period of training.
7. Will wear proper and sufficient clothing before, during, and after each practice and contest.
8. Will wear clothing that is neat and clean in both practice and competition.
9. Will warm up gradually before each practice and contest.
10. Will attempt to avoid injuring himself, teammates, and opponents.
11. Will seek medical advice immediately when sick or injured and will follow the same.
12. Will observe common sanitary precautions in personal conduct in and about the locker room, floor, field, and pool.

P. E. 20a, 20b, 20c, 20d, ADAPTED SPORTS

Admission. This course is open only to students who are assigned to it by the Department of Health Service—students who, for health reasons, are prohibited from enrolling in the basic military courses, and/or should not be permitted unrestricted participation in the regular physical education courses, and/or should be given instruction in a program of sports adapted to their particular needs.

Students enrolling in this course for the first time should enroll in P.E. 20a. Students enrolling for the second, third, and fourth times should enroll in 20b, 20c, 20d, respectively.

Relationship of the Four Courses. The four courses indicated above constitute the first, second, third, and fourth semesters, respectively, of the complete program in Adapted Sports. Students assigned to this course must remain in it until they have secured four semesters credit or until they are removed by the Department of Health Service. The four courses are conducted conjointly; all follow the same plans and procedures. The outline given below presents the essential features of each course. The only differences in the four semester programs are in the programs of sports which are changed each semester, and in the term report topics which are different for each semester.

Costume. Grey cotton sweat shirt, grey cotton sweat pants, white wool socks, and canvas-rubber shoes.

Reference Books. Stafford, G. T., DeCook, H. B., and Picard, J. L., *Individual Exercises*. New York: A. S. Barnes & Co., 1935, 111 p.

Stafford, G. T., *Preventive and Corrective Physical Education*. New York: A. S. Barnes & Co., 1928. 328 p.

Lowman, C. L., Colestock, C., and Cooper, H., *Corrective Physical Education for Groups*. New York: A. S. Barnes & Co., 1928. 521 p.

Rathbone, Josephine L., *Corrective Physical Education*. Philadelphia: W. B. Saunders Co., 1934. 292 p.

Objectives. The primary conduct objectives of each of the four courses are as follows:

- I. Participating in a program of sports (adapted to individual needs, capacities, and interests) according to social and hygienic standards. The standard of achievement for each sport is adapted to each individual case.

The control objectives for this phase of each course, stated in general terms, are as follows:

1. The skills involved in performing the prescribed sports.
 2. The knowledges involved in performing the prescribed sports.
 3. The dispositions involved in performing the prescribed sports.
 4. The conditions involved in performing the prescribed sports.
- II. Engaging in a program of hygienic activities (adapted to individual needs, capacities, and interests) that will contribute to:
1. Ameliorating defects and organic conditions which are subject to amelioration.
 2. Protecting against further injury or deformity, defects and organic conditions which are not subject to amelioration.

The first of these objectives is covered through having the students study and practice the prescribed sports in class, read assigned materials outside of class, etc. The second is covered through having the students participate in discussions in class, participate in personal consultations outside of class, read assigned materials outside of class, etc.

Five other ultimate objectives also given some consideration are:

- I. In 20a, 20b, 20c, 20d. Appreciating the prescribed sports.
- II. In 20a. Appreciating the nature and cause of one's subnormal condition, and the means for ameliorating the same, or if this is not possible, protecting oneself against aggravating the condition.
- III. In 20b. Appreciating the relationship that exists between one's subnormal condition and one's proposed life work, and the need and means for making the most satisfactory adaptations to the same.
- IV. In 20c. Appreciating the significance of leisure in a well rounded life.
- V. In 20d. Appreciating the significance of hobbies in a well rounded life.

The first of these objectives is covered through having the students participate in discussions, demonstrations, etc., in class, read the reference books and other assigned materials outside of class, etc. The last four objectives are covered through having the students prepare term reports outside of class.

Preliminary Procedure. This course is conducted on the thesis that each student enrolled constitutes an individual case, and, if the most satisfactory results are to be gained, each must be handled individually in terms of individual needs, capacities, and interests. This entails the use of certain preliminary class procedures. These preliminary procedures, stated briefly, are as follows:

The first step consists of having each student make out a personal health scale record. (This covers the student's analysis of his own condition and his common hygienic practices. Each one is then given a general sports achievement test. (This covers strength, endurance, and skill.) This is followed by a consultation with the Instructor at which time the information presented in the health examination record (this is supplied by the Department of Health Service), the health scale record, and the sports achievement test record is reviewed. This conference is centered in discussing the ways and means for ameliorating and protecting the student's condition.

At the conclusion of this conference the student and the Instructor, working in cooperation, formulate two programs of activities for the student: (1) A program of hygienic activities to be practiced outside of class, (2) A program of sports to be learned in class, and then engaged in outside of class.

Adapted Hygienic Activities. The program of hygienic activities assigned to each individual for practice outside of class includes one or more hygienic (or medical) activities—eating, sleeping, resting, clothing, working, or operating), etc. The program assigned to each individual is adapted to each individual's condition. It is assumed that practicing these activities will contribute to ameliorating or protecting the student's condition. This program is modified later if subsequent observation and experience seem to warrant it.

Adapted Sports. The program of sports assigned to each individual for learning in class and practice outside of class includes one or more sports selected from the list presented below. The program assigned to each individual is adapted to each individual's condition. The program assigned at this time is modified later if subsequent observation and experience seem to warrant it.

These sports it may be explained, are assigned to each individual on the assumption that the student will not only practice them in class, but, having learned them, will participate in them (at least some of them) in the future outside of class. In doing

this the student secures both immediate and future benefits from the activities. In some cases participating in the designated sports will contribute materially to ameliorating or protecting the student's condition. In all cases participating in the designated sports will contribute to happy and healthful living.

The program of sports assigned to each individual usually involves one of the following class attendance arrangements, though other arrangements are occasionally used when conditions seem to warrant it.

- (1) Attendance in the class in Adapted Sports, three days per week.
- (2) Attendance in the class in Adapted Sports, three days per week, plus attendance in one regular physical education class, two days per week.
- (3) Attendance in the class in Adapted Sports one day per week, plus attendance in one regular physical education class, two days per week.
- (4) Attendance in the class in Adapted Sports, one day per week, plus attendance in two regular physical education classes, four days per week.

The regular classes in physical education to which students enrolled in Adapted Sports may be assigned, offer instruction and practice in the indicated activity or activities. Students assigned to these classes are required to fulfill all of the requirements of the assigned class or classes. (See the course outlines for details).

The class in Adapted Sports offers instruction and practice in the following sports. It should be explained that each student is not offered instruction in all of these activities. Each student is given instruction in a few activities adapted to his particular needs, capacities, and interests.

Apparatus stunts

Archery

Badminton

Bag punching

Baseball (selected skills)

Basketball (selected skills)

Batball

Circus Stunts

Casting (Bait and/or Fly)

Croquet

Double tumbling stunts

Football (selected skills)

Golf

Handball (one wall) (four wall)

Hiking

Horseshoes

Individual athletic events

Individual tumbling stunts

Kickball

Ping pong
Punch ball
Semi-organized games
Shuffle board
Slap ball
Soft ball

Unorganized contests
Unorganized games
Unorganized relays
Volley ball
Weight lifting

In a few cases students are asked to practice, temporarily, one or more of the following activities:

Free exercises

Pulley weight exercises

Medicine ball exercises

Stall bar exercises

Term Report. Each individual is asked to write a term report (1000 to 2500 words) as indicated below. Each paper should include at least two references; the source of these references should be cited. A due-date is announced by the instructor. (See p. 15.)

20a Topic: "The nature of my condition. The cause of my condition. The means for ameliorating my condition (if this is possible). The means for protecting myself against the aggravation of my condition."

20b Topic: "The effect of my condition on my proposed life work. The effect of my proposed life work on my condition."

20c General Topic: "Leisure." The student may write on any phase of this topic approved by the instructor.

20d General Topic: "Hobbies." The student may write on any phase of this topic approved by the instructor.

Examinations. Students whose program includes attendance in the scheduled course in Adapted Sports only are required to take examinations in the sports covered.

Students whose program includes attendance in both a regular course and the course in Adapted Sports are required to take the examinations offered in both courses. (The scores received in the examinations given in the regular course are turned over to the Instructor of the class in Adapted Sports).

The program of examination in sports included in the scheduled course in Adapted Sports includes performance examinations, demonstration examinations, and written examinations, as each case seems to warrant. These examinations are given at varying times during the semester.

All students, regardless of program arrangements, are given a written examination covering (1) general health knowledge and (2) specific health knowledge relative to his own condition during the final examination period.

Grading Plan. The grading plan in this course is adapted to each individual case as the various program arrangements suggest. In the main, however, each conforms to the following general plan.

Grading Plan (Grade Scale on Page 12)

Term paper.....	15 pts.
Success in ameliorating or protecting condition (estimated by the Instructor).....	20 pts.
Tests in assigned sports (as prescribed).....	45 pts.
Written test	15 pts.
Sportsmanship	5 pts.
Healthmanship	5 pts.
<hr/>	
105 pts.	

Proficiency Examination. There is no proficiency examination in this course. Moreover, students enrolled in this course are not permitted to take proficiency examinations in any of the other courses. (See p. 18.)

Intersectional Competitions. Four intersectional competitions are conducted in conjunction with this course. These competitions are open only to students approved by the instructor—students whose condition permit participation without danger of injury. The competitions conducted are as follows:

Ping pong—singles and doubles tournaments
One-wall handball—singles and doubles tournaments
Horseshoes—singles and doubles tournaments
Badminton—singles and doubles tournaments

Each class is asked to furnish a minimum of four singles entries and two doubles entries in each competition. A student may enter any and all of the several types of competitions offered. He may, however, enter only one tournament (either singles or doubles) in each sport.

All tournaments are conducted on the elimination basis. All matches are played according to the official rules. In ping pong a match consists of three out of five regulation games. In handball a match consists of two out of three regulation games. In horseshoes a match consists of two out of three regulation games. In badminton a match consists of two out of three regulation games. The winner and runner-up in each tournament are awarded medals. (See p. 17, 18.)

P. E. 21a, 21b, 21c, 21d, SPECIAL SPORTS

Admission. This course is open only to students who are assigned to it by the Department of Health Service—students who are not barred from enrolling in the basic military training course but who should not be permitted unrestricted participation in the regular physical education course and/or should be given instruction in a program of activities adapted to their particular needs.

Students enrolling in this course for the first time should enroll in 21a. Students enrolling for the second, third, and fourth times should enroll in 21b, 21c, and 21d respectively.

Nature of the Course. The classes in this course meet in conjunction with the classes in P.E. 20a, 20b, 20c, 20d, Adapted Sports; in other words, students enrolled in this course are assembled in the classes in Adapted Sports. Students enrolled in this course, however, report only twice a week instead of three times per week. The plan of procedure for students enrolled in this course, except in one detail, is the same as for students enrolled in Adapted Sports. The only point of difference is in the program of sports assigned to the class members. The number of sports is reduced, or the standard of achievement are lowered, or both, in keeping with the reduced frequency of attendance. The grading plan for these activities is adapted to this difference also. (See the outline for P.E. 20a, 20b, 20c, and 20d, Adapted Sports for details).

Proficiency Examination. There is no proficiency examination in this course. Moreover, students enrolled in this course are not permitted to take proficiency examinations in any of the other courses.

Intersectional Competition. Students enrolled in this course may participate in the intersectional competitions conducted in conjunction with the course entitled, Adapted Sports.

“The destruction of our once abundant Wild Life resources through waste and neglect, constitutes one of the sorriest chapters in our national history. Extensive restoration of our Wild Life will recreate a national resource of incalculable value which will add measurably to the health, happiness, and prosperity of the people of the United States.”

—President’s Committee on Wild Life Restoration.

P. E. 22, BADMINTON

Costume and Equipment. Blue cotton drill shorts, white wool socks, canvas-rubber shoes, wood badminton racket, one dozen birds.

Reference Books. Ferrers-Nickolson, N., and Hedges, S. *The Art of Badminton*. London: Methuen and Co., 1935. 116 p.

Spalding's Official Badminton Guide, No. C2 X. Brantford, Ont. Canadian Sports Publishing Co., 1935.

Objectives. The primary conduct objective of this course is: Playing badminton according to social and hygienic standards. The standard of achievement is: Reasonably well.

The principal control objectives of this phase of the course are listed below:

1. Skill in making a high lob service.
2. Skill in making a low drop service.
3. Skill in returning a high lob service.
4. Skill in returning low drop service.
5. Skill in executing a forehand lob.
6. Skill in executing a back hand lob.
7. Skill in executing a overhead smash.
8. Skill in executing a forehand drop shot.
9. Skill in executing a back hand drop shot.
10. Knowledge of the rules.
11. Knowledge of offensive and defensive strategy.
12. Knowledge of standard procedures in match play.
13. Knowledge of the terms and phrases commonly used in badminton.
14. Knowledge of the principles involved in playing badminton.
15. Disposition to play in a sportsmanlike manner.
16. Disposition to play in a healthmanlike manner.
17. Condition to play a three set match without fatigue.

Two other conduct objectives also given some consideration are: 1. Appreciating badminton. 2. Appreciating outdoor sports. The first is covered through having the students participate in discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a paper (1000 to 2500 words) reviewing three articles dealing with the

general topic, "Outdoor Sports". One article should be chosen from each of three of the following magazines: *The Alpine Journal*, *Outdoor Life*, *Sports Illustrated*, and *The Sportsman*. The source of the articles reviewed should be cited. A due date is announced by the instructor. (See p. 15.)

Examinations and Grading Plan
(Grade Scale on Page 13)

Term report.....	12 pts.
Preliminary demonstration test—3 skills (0-2 pts. each)	6 pts.
This test is given during the eighth week.	
Written test on rules, strategy, etc.—10 questions (1 pt. each).....	10 pts.
This test is given during the tenth week.	
Preliminary performance test—playing 1 regulation game.....	15 pts.
This test is given during the twelfth week.	
Final performance test—playing 10 matches (2 out of 3 regulation games) in a group round robin tournament. Five matches are played in class and five outside of class. This test is given during the last four weeks of the semester. Each student's performance is scored as follows:	
10 wins.....	42 pts.
9 wins.....	39 pts.
8 wins.....	36 pts.
7 wins.....	33 pts.
6 wins.....	30 pts.
5 wins.....	27 pts.
4 wins.....	24 pts.
3 wins.....	21 pts.
2 wins.....	18 pts.
1 win	15 pts.
0 wins.....	12 pts.
Final demonstration test, 5 skills (0-2 pts. each).....	10 pts.
This test is given during the final examination period.	
Sportsmanship	5 pts.
Healthmanship	5 pts.
<hr/>	
105 pts.	

Proficiency Examination. The proficiency examination in this course includes three examinations: 1. A written examination

covering rules, strategy, etc. (10 questions, 1 pt. each). 2. A demonstration examination covering skills (5 skills, 2 pts. each). 3. A performance examination consisting of playing 1 regulation game (42 pts.). Students who secure a total of 40 or more points are awarded credit. (See p. 16, 17.)

Intersectional Badminton Tournaments (Singles and Doubles). Each class is asked to enter at least four singles players and two doubles teams in these tournaments. A player may compete in only one tournament. Both tournaments are conducted on the elimination basis. All matches are played according to the U.S.B.A. Rules. A match consists of winning two out of three regulation games. The winner and runner-up in each tournament are awarded medals. (See p. 17, 18.)

“Sport, after all, is a form of play although it may be transformed into grinding labor. And the value of play in a tense and hurried age is each year being more fully understood. The occasional escape from the pressure of business or the inexorable round of the machine makes both for efficiency and for length of days. Ball play dulls for a moment the edge of discontent, and golf subtly teaches that there are other values than those to be found in dollars. Play is no longer thought of as the peculiar perquisite of children save in the sense that men and women strive to remain children throughout their span of years. Yet perhaps for childhood sport has its greatest significance. The organized playground movement, as yet only in its beginnings, seeks to take the youth of urban America off pavements where lurk dangers both physical and moral. Through sports and play both within and out-of-doors it attempts to develop those qualities which make for healthy and well-rounded adult life. The playground and the athletic field have become parts of the process of American education from kindergarten to university. In fact the first quarter of the twentieth century too often found athletics over-emphasized in institutions of learning. The striking of a just balance between the things of the body and those of the mind remains a problem of the future.”

—Ralph H. Gabriel, Historian.

“O health! O health! The blessing of the rich! The riches of the poor! Who can buy thee at too dear a rate, since there is no enjoying the world without thee”

—Ben Jonson, English Writer.

P. E. 23, VOLLEY BALL

Costume. Blue cotton drill shorts, white wool socks, and canvas-rubber shoes.

Reference Books. Laveaga, R. E. *Volley Ball: A Man's Game*. New York: A. S. Barnes and Co., 1933. 220 p.

Official Volleyball Rules. No. 120R. New York: American Sports Publishing Co., 1936.

Objectives. The primary conduct objective of this course is: Playing volley ball, according to social and hygienic standards. The standard of achievement is: Reasonably well.

The principal control objectives of this phase of the course are as follows:

1. Skill in making an underhand service.
2. Skill in making a pass.
3. Skill in making a boost.
4. Skill in making a spike.
5. Skill in making a placement shot.
6. Skill in receiving a service.
7. Skill in blocking a spiked ball.
8. Skill in receiving a spiked ball.
9. Skill in recovering a net ball.
10. Knowledge of the rules.
11. Knowledge of volley ball nomenclature.
12. Knowledge of offensive strategy.
13. Knowledge of defensive strategy.
14. Knowledge of principles involved in playing volley ball.
15. Disposition to play volley ball in a sportsmanlike manner.
16. Disposition to play volley ball in a healthmanlike manner.
17. Condition to play a match of 3 games without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating volley ball. 2. Appreciating the history of some specific sport. The first is covered through having the student participate in discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) of one of the books listed below. General

topic: "History of Specific Sports." A due-date is announced by the instructor. (See p. 15.)

Altham, H. S. *A History of Cricket*. London: Geo. Unwin, 1926. 391 p.

Clark, R. A. *Golf, a Royal and Ancient Game*. New York: Macmillan and Co., 1899. 304 p.

Dudley, C. M. *Sixty Centuries of Skiing*. Brattleboro, Vt. Stephen Daye, 1935. 207 p.

Hutton, Alfred. *The Sword and the Centuries*. London: Grant Richards, 1901. 367 p.

Irving, R. L. G. *Romance of Mountaineering*. London: J. M. Dent & Sons, 1935. 334 p.

Kelly, P. *American Rowing*. New York: G. P. Putnam's Sons, 1932. 271 p.

Linney, E. J. *A History of the Game of Bowls*. London: T. Werner Laurie, 1933. 184 p.

Lynch, Bohun. *Knuckles and Gloves*. New York: Henry Holt, 1923. 217 p.

MacDonald, Charles. *Scotland's Gift, Golf*. New York: Chas. Scribner's Sons, 1928. 340 p.

May, E. C. *The Circus, From Rome to Ringling*. New York: Duffield, 1932. 332 p.

Magoun, F. A. and Hodgins, E. *A History of Aircraft*. New York: McGraw Hill Book Co., 1931. 495 p.

Noel, E. R. & Clark, J. O. M. *A History of Tennis*. London: Oxford University Press, 1924, 2 Vol. 281 p. 299 p.

O'Hara, B. *From Figg to Johnson*. Chicago, Illinois: The Blossom Book Co., 1909. 179 p.

Spalding, A. G. *America's National Game: Baseball*. New York: American Sports Publishing Co., 1911. 542 p.

Thomas, J. B. *Hounds and Hunting Through the Ages*. New York: The Windward House, 1933. 210 p.

Weyand, A. M. *American Football*. New York: D. Appleton & Co., 1926. 486 p.

Whitman, Malcolm. *Tennis, Origins and Mysteries*. New York: Derrydale Press, 1932. 258 p.

Wignall, Trevor. *The Story of Boxing*. London: Hutchinson & Co., 1923. 319 p.

Examinations and Grading Plan (Grading Scale on Page 13)

Term report.....	15 pts.
Preliminary demonstration test—3 skills (0-2 pts. each)	6 pts.
This test is given during the eighth week.	
Written test on rules, strategy, etc.—10 questions (1 pt. each)	10 pts.
This test is given during the tenth week.	
Preliminary performance test—playing 1 regulation game	15 pts.
This test is given during the twelfth week.	
Final demonstration test—5 skills (0-2 pts. each).....	10 pts.
This test is given during the last week.	
Final performance test—playing 3 regulation games.....	40 pts.
This test is given during the final examination period.	
Sportsmanship	5 pts.
Healthmanship	5 pts.
	106 pts.

Proficiency Examination. The proficiency examination in this course includes three examinations: 1. A written examination covering rules, strategy, nomenclature, etc. (10 questions, 1 pt. each). 2. A demonstration examination covering skills (5 skills, 2 pts. each). 3. A performance examination consisting of playing a game (42 pts.). Students who secure a total of 40 or more points are awarded credit. (See p. 16, 17.)

Intersectional Volley Ball Tournament. Each class is asked to enter a team of eight players in this competition. The tournament is conducted on the elimination basis. All matches are played according to the U.S.V.B.A. Rules. Each match consists of two out of three regulation games. The members of the winning team are awarded medals. (See p. 17, 18.)

“It is time we accepted leisure as an invaluable product of civilization; an opportunity for personal growth, for broadening our minds, rounding out and enriching our lives and for youth-giving, life-prolonging play. . . .”

—Austin Fox Riggs, Physician.

P. E. 24, BEGINNING SWIMMING

Costume. Black rubber swimming cap.

Reference Books. Goss, G. *Swimming Analyzed*. New York: A. S. Barnes and Co., 1935. 116 p.

Weissmuller, John. *Swimming the American Crawl*. Boston: Houghton Mifflin Co. 1930. 190 p.

Objectives. The primary conduct objectives of this course are: I. Swimming the crawl stroke according to social and hygienic standards. II. Performing water stunts, according to social and hygienic standards. The specific activities taught in this phase of the course and the standards of achievement set for each are given below:

I. Swimming

1. The crawl stroke—100 yards, in fair form.

II. Water Stunts

1. Bob (in eight feet of water)—across the tank, raising the arms and the chest to the nipples out of the water on each bob, and without pausing.
2. Push off—across the tank, without moving the hands or feet.
3. Running front dive (off the low spring board)—jump off both feet, enter the water with the hands together overhead, with the body in a perpendicular position, and with the feet together.
4. Standing plunge—30 feet, with the hands and the feet extended and immobile.
5. Under water swim—50 feet, with no part of the body appearing above the surface.
6. Surface dive (in six feet of water)—feet together, knees straight, thighs out of water, in making the dive, and retrieve an object from the bottom.
7. Tread water—1 minute, with the Adams Apple out of the water.
8. Flutter kick swim—40 feet, on the surface, arms extended forward.
9. Water jump (off low spring board)—jump into the water and retrieve an object from the bottom.
10. Scull on the back—75 feet, with the hands in the water, and with the feet crossed.
11. Standing feet first dive—across the pool.

12. Confidence paddle—paddle about in the water 5 minutes, without outside support.
- 13-14. Two optional stunts. The stunts and the standard of achievement for each must be approved by the instructor.

The principal control objectives of this phase of the course are as follows :

I. Crawl stroke

1. Skill in executing the movements involved in performing the crawl stroke.
2. Knowledge of the principles involved in swimming the crawl stroke.
3. Knowledge of the terms and phrases commonly used in connection with swimming the crawl stroke.
4. Disposition to engage in swimming the crawl stroke in a sportsmanlike manner.
5. Disposition to engage in swimming the crawl stroke in a healthmanlike manner.
6. Condition to swim the crawl stroke 100 yards without undue fatigue.

II. Water Stunts

1. Skill in performing the water stunts listed above.
2. Knowledge of the principles involved in performing water stunts.
3. Knowledge of the terms and phrases commonly used in connection with water stunts.
4. Disposition to engage in performing water stunts in a sportsmanlike manner.
5. Disposition to engage in performing water stunts in a healthmanlike manner.
6. Condition to perform water stunts for one-half hour without undue fatigue.

Three other conduct objectives also given some consideration in the course are : 1. Appreciating the crawl stroke. 2. Appreciating water stunts. 3. Appreciating the significance of exercise, or posture, or training. The first and second are covered through having the students participate in discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The third is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a paper (1000 to 2500 words) dealing with any one of the three follow-

ing general topics: 1. Exercise, 2. Posture, 3. Training. This paper may deal with any aspect of the selected topic the writer chooses. Examples: "Exercise and Health", "The Relative Value of Outdoor and Indoor Exercise", "The Social, Health, Aesthetic and Other Values of Good Posture", "How to Keep in Good Condition." The paper should include at least two references; the source of these references should be cited. Reference topics: Exercise, Posture, Gymnastics, Training, Physical Education. Reference Magazines: *The Journal of Health* and *Physical Education, Hygeia*. A due-date is announced by the Instructor. (See p. 15.)

Examinations and Grading Plan (Grade Scale on Page 13)

Term report.....	10 pts.
Demonstration test—swimming the crawl stroke.....	10 pts.
In this test each student swims five or ten yards and is graded for form. Each is given only one trial. This test is given during the twelfth week.	
Performance test—14 water stunts (2 pts. each).....	28 pts.
Each student is given two opportunities to be examined in these water stunts. The first is given during the last six weeks of the semester. During this period each student may take a test in one or more stunts at a time, as he chooses, when he chooses. The second is given during the final examination period. On this occasion each student tries only those stunts not previously passed. Each student is given two trials in either or both of these tests, each thus may take a total of four trials. Successful performance in any trial is credited as passing.	
Performance test—swimming the crawl stroke, maximum of 100 yards (1 pt. for each 2 yds.).....	50 pts.
This test is given during the final examination period. Each student is given 1 trial.	
Sportsmanship	5 pts.
Healthmanship	5 pts.
<hr/>	
108 pts.	

Proficiency Examination. The proficiency examination in this course includes two examinations: 1. A performance-demonstra-

tion examination in swimming the crawl stroke. 2. A performance examination in the 14 water stunts listed above. Each student may take one trial in the swimming event and two trials in each of the water stunts. The activities are scored as in the regular examination. Credit is awarded to students who secure a total of 53 or more points, distributed as follows: 37 or more points for distance in swimming (75 yards), 6 or more points for form in swimming, and 10 or more points for water stunts (5 stunts). (See p. 16, 17.)

Intersectional Swimming and Water Stunts Meet. Each class is asked to enter at least two contestants in each individual event and a relay team of four members in this competition. Tryouts are held in each class to discover the best performers in each event. Contestants are limited to competing in a maximum of two events. A medal is awarded to the winner of each individual event and the members of the winning relay team. (See p. 17, 18.)

Events

1. 50 yards free style race.
2. 25 yards free style race.
3. Plunge for distance.
4. 25 yards under water swim.
5. 25 yards sculling race.
6. 25 yards swim with legs only.
7. Tread water for time (with hands folded on top of head).
8. 100-yard free style relay (4 men on each team).

“Man is essentially an outdoor animal. So far as our knowledge of his origin goes he has always been found, until comparatively recent times (approximately seven thousand years) in an open country environment. . . .

“After untold aeons of living in a naturalistic environment from which he not only secured sustenance but from which he drew the very breath of life itself, man himself turned creator and builder and evolved the city community. For the past seven thousand years the history of the world has been the story of the rise and fall of city civilizations; in nearly every instance of the fall of these civilizations the place of the worn-out people has been taken by a fresh and more virile people from the open country, a process that is less obtrusively going on in the cities of the present day.”

—L. H. Weir, Recreation Leader.

P. E. 25, INDIVIDUAL TUMBLING STUNTS

Costume. Blue cotton drill shorts, white wool socks, and canvas-rubber shoes.

Reference Book. Harby, S. F. *Tumbling*. Philadelphia: W. B. Saunders Co., 1932. 216 p.

Objective. The primary conduct objective of this course is: Performing individual tumbling stunts, according to social and hygienic standards. The specific activities taught in this phase of the course, and the standard of achievement set for each are given below:

I. Individual Tumbling Stunts

1. Stick jump—over and back without stopping.
2. Slop over—land on both hands, and hold position.
3. Knee walk—grasping both feet, 10 feet.
4. Fish flop—hands at sides, finish in line with starting position.
5. Backward roll—knees straight, rise to stand.
6. Single elbow lever (right)—5 seconds.
7. Single elbow lever (left)—5 seconds.
8. Cartwheel (left)—both hands and both feet touching line.
9. Cartwheel (right)—both hands and both feet touching line.
10. Running long dive—10 feet.
11. Running high dive—height of performer's nipples.
12. Standing neck dive—5 feet.
13. Round off—legs pass through vertical position, then land with feet parallel to starting position.
14. Squat stand—10 seconds.
15. Elbow stand—10 seconds.
16. Head stand—feet together, back arched, 10 seconds.
17. Hand stand—5 seconds.
18. Hand walk—10 feet.
19. Double elbow lever—10 seconds.
20. Forearm stand—10 seconds.
21. Jump over leg, hand-toe grasp (in and out)—one time for each leg, consecutively.
22. Standing forward head spring—land and remain on the feet, without stepping backward.
23. Running forward hand spring—land and remain on the feet, without stepping backward.

24. Leaping hand spring—land and remain on the feet, without stepping backward.
 25. Stick hand spring—land and remain on the feet, without stepping backward.
 26. Neck spring (from forward roll, hands on floor)—land and remain on the feet, without stepping backward.
 27. Snap up (from backward roll, hands on thighs)—land and remain on the feet, without stepping backward.
 28. Bucking broncho—in even rhythm, three times in succession.
 29. Backward roll to head stand—hold headstand 5 seconds.
 30. Chest rock to head stand—hold headstand 5 seconds.
 31. Running front somersault—land and remain on the feet.
 32. Standing backsomersault—land and remain on the feet.
 - 33-36. Four optional stunts. The stunts and the standard of achievement for each must be approved by the Instructor.
- II. Routines of individual tumbling stunts.

Four routines of four or more stunts each. These routines may include the stunts taught in the course or other stunts. They must be formulated by the students and must include different stunts. The routines and the standard of achievement for each must be approved by the Instructor.

The principal control objectives of this phase of the course are as follows:

1. Skill in executing the movements involved in performing the stunts and routines listed above.
2. Knowledge of common terms and phrases used in individual tumbling.
3. Knowledge of principles involved in performing individual tumbling stunts.
4. Disposition to participate in individual tumbling stunts in a sportsmanlike manner.
5. Disposition to participate in individual tumbling stunts in a healthmanlike manner.
6. Condition to perform in individual tumbling stunts for one-half hour without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating individual tumbling stunts. 2. Appreciating sporting adventures. The first is covered through having the students participate in discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The

second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) on one of the books listed below. General topic: "Sporting Adventures". A due-date is announced by the instructor. (See p. 15.)

Buchan, John. *Great Hours in Sport*. London: Thomas Nelson and Son, 1931. 288 p.

Clark, J. L. *Trails of the Hunted*. Boston: Little, Brown and Co., 1929. 310 p.

de Lepiney, Jacques and Tom. *Climbs on Mont Blanc*. New York: Longmans, Green and Co., 1930. 179 p.

Farson, Negley. *Sailing Across Europe*. New York: Appleton Century Co., 1926. 354 p.

Gerbault, Alain. *In Quest of the Sun*. New York: Doubleday Doran and Co., 1930. 303 p.

Grey, Zane. *Tales of Swordfish and Tuna*. New York: Harper & Bros., 1927. 203 p.

Kendal, W. J. *Four Score Years of Sport*. Boston: The Stratford Co., 1933. 201 p.

Neihardt, J. G. *The River and I*. New York: The Macmillan Co., 1927. 199 p.

Loomis, A. F. *Cruise of the Hippocampus*. New York: The Century Co., 1922. 252 p.

Monson, R. A. *Across Africa on Foot*. New York: Dodd Mead and Co., 1931. 387 p.

Parker, C. S. *German Summer*. New York: H. Liveright, Inc., 1932. 336 p.

Pope, S. T. *Adventurous Bowman*. New York: G. P. Putnam Sons, 1926. 233 p.

Rutledge, Hugh. *Everest, 1933*. London: Hodder & Stoughton, 1934. 392 p.

Sevareid, A. *Canoeing With the Cree*. New York: The Macmillan Co., 1935. 201 p.

Starkie, Walter. *Spanish Raggle-Taggle*. London: John Murray, 1934. 488 p.

Thorenfeld, Kai. *Round the World on a Cycle*. London: Selwyn and Blount, 1929. 287 p.

Tschiffely, A. F. *Tschiffely's Ride*. New York: Simon and Shuster, 1933. 328 p.

Walter, O. and Olsen, T. *Racing the Seas*. New York: Farrar and Rinehart, 1935. 286 p.

Examinations and Grading Plan (Grade Scale on Page 13)

Term report.....	15 pts.
Performance test—36 stunts (2 pts. each).....	72 pts.
Performance test—4 routines (3 pts. each).....	12 pts.

Each student is given two opportunities to be examined in these stunts and routines. The first is given during the last twelve weeks of the semester. During this period each student may take a test in one or more stunts and/or routines at a time, as he chooses, when he chooses. The second is given during the final examination period. On this occasion each student tries only those stunts and routines not previously passed. Each student is given two trials in either or both of these tests; each thus may take a total of four trials. Successful performance in any trial is credited as passing.

Sportsmanship	5 pts.
Healthmanship	5 pts.
	109 pts.

Proficiency Examination. The proficiency examination in this course includes a performance examination in the 36 stunts and the 4 routines described above. Each student is permitted two trials in each stunt and each routine. The stunts and routines are scored as follows—2 points for each stunt and 3 points for each routine successfully performed. Credit is awarded to students who secure a total of 50 or more points. (See p. 16, 17.)

Intersectional Individual Tumbling Stunts Meet. Each class is asked to enter at least two contestants in each event in this meet. Tryouts are held in each class to determine the best performers in each event. Contestants are not permitted to enter more than two events. A medal is awarded to the first place winner in each event. (See p. 17, 18.)

Events

1. Hand stand—time.
2. Elbow lever—time.
3. Forearm stand—time.
4. Hand walk—distance.
5. Continuous cartwheels—number on line.
6. Running high dive—height.
7. Running long dive—distance.
8. Routine of four stunts—difficulty 10 pts., form 5 pts.

P. E. 26, DOUBLE TUMBLING STUNTS

Costume. Blue cotton drill shorts, white wool socks, and canvas-rubber shoes.

Reference Book. McClow, L. L. *Tumbling Illustrated*. New York: A. S. Barnes and Co., 1931. 212 p.

The Objectives. The primary conduct objectives of this course is: Performing double tumbling stunts, according to social and hygienic standards. The specific activities taught in this phase of the course, and the standard of achievement set for each are given below:

I. Like-part stunts

1. Elephant walk—each man travels in each position, 20 feet.
2. Camel walk—each man travels in each position, 20 feet
3. Chain roll forward—20 feet.
4. Chain roll backward—20 feet.
5. Double knee bend walk—20 feet forward and 20 feet backward.
6. Hand balance and pullover—2 complete cycles.
7. Double flip—2 complete cycles.
8. Back to back, and over (wringer)—2 complete cycles.
9. Neck lifts—2 complete cycles.
10. Combined forward and backward roll—2 complete cycles

II. Unlike-part stunts

1. Ankle pickup—performer lands and remains on feet.
2. Snap out—performer's back arched, land and remain on feet.
3. Roll over thrower's back from in front—performer lands and remains on his feet.
4. Backward roll over feet and hands—performer lands and remains on his feet.
5. Chest pitch—performer lands and remains on his feet.
6. Shoulder mount from hand to hand half lever—execution and hold 10 seconds.
7. Hand clasp and jump over thrower's arm—out and in over each arm, without pausing.
8. Knee shoulder spring—performer lands and remains on his feet.
9. Hand spring from thrower's hips with neck lift—performer lands and remains on his feet.

10. Double hand spring—performer lands and remains on his feet.
11. Shoulder mount by stepping on bottom man's thigh—execution, and holds position 10 seconds.
12. Shoulder mount by jumping from front—execution and hold position 10 seconds.
13. Knee shoulder balance—10 seconds.
14. Low arm hand balance—10 seconds.
15. High arm hand balance—10 seconds.
16. Low hand to hand balance—5 seconds.
17. Shoulder balance on feet only—10 seconds.
18. Forward somersault from front leaning rest—performer lands and remains on his feet.
19. Forward somersault by leg lift at back—performer lands and remains on his feet.
20. Back somersault by lift at side—performer lands and remains on his feet.
21. Straddle vault over thrower's head—performer lands and remains on his feet.
22. Pitch back—performer lands and remains on his feet.
- 23-26. Four optional stunts. The stunts and the standard of achievement for each must be approved by the Instructor.

III. Routines of double tumbling stunts

Four routines of four or more stunts each. These routines may include the stunts taught in the course or other stunts. They must be formulated by the student and must include different stunts. The routines and the standard of achievement for each must be approved by the instructor.

The principal control objectives of this phase of the course are as follows:

1. Skill in executing the movements involved in performing the stunts and routines listed above.
2. Knowledge of the terminology commonly used in double tumbling.
3. Knowledge of principles involved in performing double tumbling stunts.
4. Disposition to participate in double tumbling stunts in a sportsmanlike manner.
5. Disposition to participate in double tumbling stunts in a healthmanlike manner.
6. Condition to perform double tumbling stunts for one-half hour without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating double tumbling stunts. 2. Appreciating sporting literature. The first is covered through having the students participate in discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) on one of the books listed below. Subject, "Sporting Literature Classics." A due-date is announced by the Instructor. (See p. 15.)

Cox, W. D. (Editor). *Boxing in Art and Literature*. New York: Reynold & Hitchcock, 1935. 227 p.

Hornaday, W. T. *Campfires on Desert and Lava*. New York: Charles Scribner's Sons, 1909. 336 p.

Mitchell, E. V. (Editor). *The Art of Walking*. New York: Loring and Mussey, 1934. 128 p.

Parker, Eric (Editor). *Anthology of Sporting Prose and Verse*. Philadelphia: J. B. Lippincott Co., 1932. 376 p.

Perry, Bliss. *Pools and Ripples*. Boston: Little, Brown & Co., 1907. 102 p.

Phillips, J. C. and Hill, L. W. (Editors). *Classics of the American Shooting Field*. Boston: 1930. 213 p.

Prime, W. C. *I go-a-fishing*. New York: Harper & Brothers, 1873. 365 p.

Rey, Guido. *The Matterhorn*. London: T. F. Unwin, 1913. 336 p.

Roosevelt, Theodore. *Wilderness Hunter*. New York: G. P. Putnam's Sons, 1927. 296 p.

Stephen, Leslie. *The Playground of Europe*. New York: G. P. Putnam's Sons, 1909. 384 p.

Stevenson, R. L. *An Inland Voyage, and Travels With a Donkey*. New York: Charles Scribner's Sons, 1897. 134 p.

Thompson, J. M. *The Witchery of Archery*. Pinehurst, N. C. The Archers Co., 1928. 259 p.

VanDyke, Henry (Editor). *A Creelful of Fishing Stories*. New York: Charles Scribner's Sons, 1932. 420 p.

Whymper, Edward. *Scrambles Amongst the Alps in the Years 1860-69*. London: John Murray, 1900. 468 p.

Examinations and Grading Plan

(Grading Scale on Page 13)

Term report	15 pts.
Performance test—10 like part stunts (2 pts. each).....	20 pts.
Performance test—26 unlike part stunts (1 pt. each part)	52 pts.
Performance test—4 routines (3 pts. each).....	12 pts.

Each student is given two opportunities to be examined in these stunts and routines. The first is given during the last twelve weeks of the semester. During this period each student may take a test in one or more stunts and/or parts of stunts and/or routines at a time, as he chooses, when he chooses. The second is given during the final examination period. On this occasion each student tries only those stunts and parts of stunts and routines not previously passed. Each student is given two trials in either or both of these tests, each thus may take a total of four trials. Successful performances in any trial is credited as passing.

Sportsmanship	5 pts.
Healthmanship	5 pts.

109 pts.

Proficiency Examination. The proficiency examination in this course includes a performance examination in the stunts and routines described above. Each student is permitted two trials in each stunt and each routine. The stunts and routines are scored as follows—2 points for each like-part stunt, 1 point for each half of unlike part stunts, and 3 points for each routine successfully performed. Credit is awarded to students who secure a total of 50 or more points. (See p. 16, 17.)

Intersectional Double Tumbling Stunts Meet. Each class is asked to enter at least four couples in this meet. Tryouts are held in each class to determine the best performers. The competition consists of performing three routines of double stunts, each comprised of four or more stunts. The same stunt cannot be repeated. Each routine is scored on the basis of 10 points for difficulty and 5 points for form. Medals are awarded to each member of the couples winning first and second places respectively. (See p. 17, 18.)

P. E. 27, APPARATUS STUNTS

Costume. Blue cotton drill shorts, white wool socks, and canvas-rubber shoes.

Reference Book. McCulloch, J. H. *Gymnastics, Tumbling and Pyramids*. Philadelphia: W. B. Saunders. Co., 1934. 177 p.

Objectives. The primary conduct objective of this course is: Performing apparatus stunts, according to social and hygienic standards. The specific activities taught in this phase of the course and the standards of achievement set for each are given below:

I. Horizontal bar stunts

1. Backward (or forward) hip circle—body reasonably straight, stop at front support.
2. Kip—rise to front support, with elbows straight.
3. Hock swing dismount—land and remain on the feet.
4. Circus kip—rise to front support, with elbows straight.
5. Forward (or backward) heel circle—2 continuous circles; with suitable dismount.
6. Angel swing—2 continuous circles.
7. Double knee circle forward (or backward)—2 continuous circles, with suitable dismount.
8. Single knee mount outside (or inside)—execution, and hold stride position.
9. One optional stunt. The stunt and the standard of achievement must be approved by the instructor.

II. Flying rings stunts

1. Backward dislocation at end of backward swing—back arched, feet together.
2. Double backward cut off at end of backward swing—land and remain on the feet.
3. Double forward cut off at end of forward swing—land and remain on the feet.
4. Backward uprise at end of backward swing (or forward) swing—rise to cross support, with elbows straight.
5. Front kip at end of the backward (or forward) swing—rise to cross support, with elbows straight.
6. Double cut and catch at end of the backward swing—execution.

7. Forward dislocation at end of forward swing—smooth execution, feet together.
8. Swing up to next hand at end of forward swing—smooth execution.
9. One optional stunt. The stunt and the standard of achievement must be approved by the Instructor.

III. Parallel bars stunts

1. Corkscrew mount—execution in good form.
2. Swing to shoulder stand—smooth execution, hold shoulder stand 5 seconds.
3. Front kip at end of bars—rise to cross support, with elbows straight.
4. Front kip from upper arm hand—rise to cross support, with elbows straight.
5. Front uprise—rise to cross support, with elbows straight.
6. Double front cut off—land and remain on the feet.
7. Back uprise—rise to cross support, with elbows straight.
8. Backward shoulder roll—back arched.
9. One optional stunt. The stunt and the standard of achievement must be approved by the Instructor.

IV. Side horse stunts

1. Neck spring—land and remain on the feet.
2. Thief vault mount to half lever—hold half lever 2 seconds.
3. Straddle vault—feet not touching horse, legs straight, land and remain on the feet.
4. Stoop vault—knees straight, land and remain on the feet.
5. Feint left (or right) and flank vault dismount—feet not touching horse, back arched, land and remain on the feet.
6. Forward leg scissors (right or left)—execution.
7. Forward and backward scissors on end of horse—execution, in good form.
8. Feint right (or left) and double rear dismount—feet not touching horse, land and remain on the feet.
9. One optional stunt. The stunt and the standard of achievement must be approved by the Instructor.

V. Routines of apparatus stunts

Four routines (one on each apparatus) of four or more stunts each. These routines may include the stunts taught in the course, or other stunts. They must be formulated by the student. The routines and the standard of achievement for each must be approved by the Instructor.

The principal control objectives of this phase of the course are as follows:

1. Skill in executing the movements involved in performing the stunts and routines listed above.
2. Knowledge of the nomenclature commonly used in connection with apparatus stunts.
3. Knowledge of the principles involved in performing apparatus stunts.
4. Disposition to participate in apparatus stunts in a sportsmanlike manner.
5. Disposition to participate in apparatus stunts in a healthmanlike manner.
6. Condition to perform apparatus stunts for one-half hour without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating apparatus stunts. 2. Appreciating the history of sports. The first is covered through having the students participate in discussions, demonstrations, etc., in class, read the reference book outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) of one of the books listed below. General topic: "General History of Sport." A due-date is announced by the Instructor. (See p. 15.)

Butler, A. J. *Sport in Classic Times*. New York: E. P. Dutton & Co., 1930. 213 p.

Freeman, K. J. *Schools of Hellas* (3rd edition). London: Macmillan & Co., 1922. 299 p.

Friedlander, Ludwig. *Roman Life and Manners*. New York: E. P. Dutton & Co., Vol. II, 1908. 365 p.

Gardiner, E. N. *Athletics of the Ancient World*. Oxford: Clarendon Press, 1930. 246 p.

Holliman, Jennie. *American Sports, 1785-1835*. Durham, N. C.: The Sieman Press, 1931. 222 p.

Heywood, William. *Palio and Ponte*. London: Methuen & Co., 1904. 268 p.

King, Marian. *Story of Athletics*. New York: Harper Brothers, 1931. 156 p.

Krout, J. A. *Annals of American Sport*. New Haven: Yale University Press, 1929. 300 p.

Leonard, F. E. *A Guide to the History of Physical Education*. Philadelphia: Lea and Febiger, 1923. 357 p.

Strutt, Joseph. *The Sports and Pastimes of the People of England*. London: Chatto and Windus, 1903. 322 p.

Thorp, Jim. *History of the Olympics*. Los Angeles: Wetzel Publishing Co., 1932. 336 p.

Wright, F. A. *Greek Athletics*. London: Jonathan Cape, 1925. 123 p.

Examinations and Grading Plan

(Grading Scale on Page 13)

Term report	15 pts.
Performance test—36 stunts (2 pts. each).....	72 pts.
Performance test—4 routines (3 pts. each).....	12 pts.

Each student is given two opportunities to be examined in these stunts and routines. The first is given during the last twelve weeks of the semester. During this period each student may take a test in one or more stunts and/or routines at a time, as he chooses, when he chooses. The second is given during the final examination period. On this occasion each student tries only those stunts and routines not previously passed. Each student is given two trials in either or both of these tests; each thus may take a total of four trials. Successful performance in any trial is credited as passing.

Sportsmanship	5 pts.
Healthmanship	5 pts.

109 pts.

Proficiency Examination. The proficiency examination in this course consists of a performance examination in the three stunts and the four routines described above. Each student is permitted two trials in each stunt and each routine. The stunts and routines are scored as follows—2 points for each stunt and 3 points for each routine successfully performed. Credit is awarded to students securing a total of 50 or more points. (See p. 16, 17.)

Intersectional Apparatus Stunts Meet. Each class is asked to enter at least four contestants in each event in this meet. Try-outs are held in each class to determine the better performers in

each event. The competition in each event consists of performing two routines of four or more stunts. The same stunt cannot be repeated. Each routine is scored on the basis of 10 points for difficulty and 5 points for form. A medal is awarded to the winner of first place in each event. (See p. 17, 18.)

Events

1. Horizontal bar.
 2. Flying rings.
 3. Parallel bars.
 4. Side horse.
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“The present widespread interest in ways and means of enjoying leisure stands in striking contrast to earlier attitudes toward leisure and its uses. The rigors of our pioneer days gave little room for the development of leisure time activities. The hard struggle to conquer the wilderness and provide the necessities of life was too severe to give much attention to play. The uncertain outcome of this struggle and the constant dangers faced added zest to this life of toil and furnished in some measure the emotional outlet now sought in amusements and competitive sports.

“Under such conditions it was natural to develop a philosophy of life that would exalt labor and look askance at unproductive activities. The idea that play was a form of idleness took such deep root in colonial times that even the play of children was frowned upon as undesirable. The Puritan revolt against the pleasures of life gave religious support to this philosophy of work and was a powerful factor in retarding the growth of recreational programs. The so-called worldly amusements were to be shunned in the interests of a higher goal in life. While this identification of pleasure with worldliness never won complete support, the influence of this point of view was far flung and even at the present time has not entirely disappeared.”

—Jesse F. Steiner, Sociologist.

“In our zeal for learning we have often forgotten that the scholar must first of all be a man. We have seen that a strong and efficient man is something more than a mere stuffed or even well-trained intellect.”

—John M. Tyler, Scientist.

P. E. 28, BOXING

Costume. Blue cotton drill shorts, white wool socks, and canvas-rubber shoes.

Reference Books. Law, Glenn. *Thirty Boxing Lessons*. (Mimographed.) Urbana, Ill.: Bailey & Himes, 1936. 69 p.

. . . *Official Intercollegiate Boxing Rules*, No. 128R. New York: American Sports Publishing Co., 1936.

O'Brien, P. J. and Bilik, S. E. *Boxing*. New York: Chas. Scribner's Sons, 1933. 218 p.

Objectives. The primary conduct objective of this course is: Engaging in boxing, according to social and hygienic standards. The standard of achievement is: Reasonably well.

The principal control objectives of this phase of the course are given below:

1. Skill in assuming the stance.
2. Skill in foot work.
3. Skill in shadow boxing.
4. Skill in executing the left jab to chin, and guard.
5. Skill in slipping.
6. Skill in executing the left jab to stomach, and guard.
7. Skill in clinching.
8. Skill in covering up.
9. Skill in executing the straight right to chin, and guard.
10. Skill in executing the straight right to body, and guard.
11. Skill in executing the left hook to face, and guard.
12. Skill in executing the right hook to body, and guard.
13. Skill in executing the left upper cut to face, and guard.
14. Skill in executing the right upper cut to body, and guard.
15. Skill in executing the right hook to chin, and guard.
16. Skill in executing the right hook to body, and guard.
17. Skill in feinting and hitting.
18. Skill in parrying and countering.
19. Skill in infighting.
20. Knowledge of the rules.
21. Knowledge of common boxing terminology.
22. Knowledge of offensive strategy.
23. Knowledge of defensive strategy.
24. Knowledge of the principles involved in boxing.
25. Disposition to box in a sportsmanlike manner.

26. Disposition to observe reasonable hygienic standards in connection with boxing.
27. Condition to box a match of three rounds, of two minutes each, without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating boxing. 2. Appreciating the significance of leisure. The first is covered through having the students participate in discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a paper (1000 to 2500 words) dealing with the general topic, "Leisure." The paper may deal with any aspect of the subject the writer chooses, such as: "Leisure and Delinquency," "The Proper Use of Leisure Time," "The History of Leisure," "Hobbies and the Good Life," "Education for Leisure," etc. The paper should include at least two references; the source of these references should be cited. Reference topics: Leisure, Recreation, Play, Hobbies. Reference Magazines: *Recreation*, *Leisure*, *Hobbies*. A due-date is announced by the Instructor. (See p. 15.)

Examinations and Grading Plan (Grade Scale on Page 13)

Term report	10 pts.
Preliminary demonstration test—3 skills (0-2 pts. each)	6 pts.
In this test the students are tested in one skill at a time, on three different days, distributed through the semester, as decided by the Instructor.	
Written test on rules, strategy, etc.—10 questions.....	10 pts.
(1 pt. each). This test is given during the tenth week.	
Final demonstration test—10 skills (0-2 pts. each).....	20 pts.
This test is given during the final examination period.	
Performance test—boxing a match, 3 two-minute rounds	50 pts.
This test is given during the final examination period.	
Sportsmanship	5 pts.
Healthmanship	5 pts.

106 pts.

Proficiency Examination. The proficiency examination in this course includes three examinations. 1. A written examination covering rules, strategy, etc. (10 questions, 1 pt. each). 2. A demonstration examination covering skills (10 skills, 2 pts. each). 3. A performance examination consisting of boxing three two-minute rounds (40 points). Students securing a total of 40 points or more are awarded credit. (See p. 16, 17.)

Intersectional Boxing Tournament. This competition is not open to students with previous boxing experience. Each entrant must have his condition checked and secure a certificate of approval at the Health Service Department. Each entrant is entered in his normal weight class. No student is permitted to enter two weight divisions. Each entrant is weighed by the Instructor and placed in his appropriate weight division not later than one week before the start of the tournament. The tournament is conducted on an elimination basis. All matches are conducted according to the University of Illinois Boxing Rules. The standard match is three two-minute rounds. Medals are awarded the winners of first and second place in each weight division. (See p. 17. 18.)

Weight Divisions

118 lb. division.
126 lb. division.
135 lb. division.
145 lb. division.
155 lb. division.
165 lb. division.
175 lb. division.
Heavyweight division.

“They (sports) are most effective antidotes to a sedentary civilization. They are spurs and incitements to masculinity. They tend to preserve the virile qualities of the race which were developed under entirely different associations. Those qualities of physical courage and physical energy, so important in their relation to other qualities of a higher nature, are enriched. This is an important contribution.

“If America chooses to go indoors for all its sports, and takes its sport passively, it will mean the passing of many of our virile and forceful qualities.”

—George J. Fisher, Boy Scout Executive.

P. E. 29, WRESTLING

Costume. Blue cotton drill shorts, white wool socks, and canvas-rubber shoes.

- **Reference Books.** Otopalik, H. *Modern Wrestling for the High School and College*. New York: Chas. Scribner's Sons, 1934. 128 p.

. . . *Intercollegiate Wrestling Guide*, No. 118R. New York: *Intercollegiate Wrestling Guide*, 1935-36.

Objectives. The primary conduct objective of this course is: Engaging in wrestling, according to social and hygienic standards. The standard of achievement: Reasonably well.

The principal control objectives of this phase of the course are given below:

1. Skill in performing activities for warming up and for the development of basic wrestling abilities
 - Changing positions
 - Back spinning
 - Bridging
 - Shoulder roll
 - Back spin and sit through.
2. Skill in assuming fundamental positions
 - On guard position
 - Referee's position
 - All fours position.
3. Skill in taking opponent to mat and defenses
 - Leg dive
 - Front headlock
 - Inside trip
 - Falling arm drag
 - Arm drag from knees
 - Kelly, from the feet.
4. Skill in going behind opponent, and defenses
 - Arm drag
 - Slip under arm.
5. Skill in taking opponent to the mat from behind, and defenses
 - Kick over

Forward trip
Waist lift
Double trip.

6. Skill in riding opponent, using the arms, and defenses
 - Wrist and crotch ride
 - Waist and ankle ride
 - The wrist ride
 - Far elbow and crotch ride.
7. Skill in riding, using the legs, and defenses
 - Cross scissors ride
 - Straight body scissors
 - Figure four body scissors
 - Cross scissors and ankle ride
 - Cross scissors and reverse arm lock.
8. Skill in coming out from underneath, and defenses
 - Near side roll
 - Far side roll
 - Switch
 - Sit through
 - Stand and spread hands.
9. Skill in pinning opponent, and defenses
 - Half nelson and far bar arm
 - Half nelson and inside crotch
 - Half nelson and body chancery
 - Reverse nelson and crotch
 - Reverse nelson and cradle
 - Reverse nelson and double bar arm
10. Knowledge of the rules.
11. Knowledge of common wrestling expressions.
12. Knowledge of offensive strategy.
13. Knowledge of defensive strategy.
14. Knowledge of the principles involved in wrestling.
15. Disposition to wrestle in a sportsmanlike manner.
16. Disposition to wrestle in a healthmanlike manner.
17. Condition to wrestle a six-minute match without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating wrestling. 2. Appreciating the significance of school sports. The first is covered through having

the students participate in class discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a paper (1000 to 2500 words) dealing with the general topic: "School Sports." The paper may deal with any aspect of the topic that is of interest to the writer. For example: "The Place of Extracurricular Sports in the School Program," "The Evils of Interscholastic Sports and Their Correction," "An Ideal Program of Extramural (or Intramural) Sports," "Sportsmanship in School Athletics," "Hygiene Aspects of School Sports," "Student Control versus Faculty Control in Interscholastic Sports." Reference topics: Sports, Athletics. Reference Magazines: *The Journal of Health and Physical Education*, *The Athletic Journal*, *Scholastic Coach*. A due-date is announced by the Instructor. (See p. 15.)

Examinations and Grading Plan
(Grade Scale on Page 13)

Term report	10 pts.
Preliminary demonstration test—3 skills (0-2 pts. each)...	6 pts.
In this test the students are tested in one skill at a time on three different days, distributed through the semester, as decided by the Instructor.	
Written test on rules, strategy, etc.—10 questions.....	10 pts.
(1 pt. each). This test is given during the tenth week.	
Final demonstration test—10 skills (0-2 pts. each).....	20 pts.
This test is given during the final examination period.	
Performance test—wrestling a match, 1 six-minute bout	50 pts.
This test is given during the final examination period.	
Sportsmanship	5 pts.
Healthmanship	5 pts.
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106 pts.	

Proficiency Examination. The proficiency examination in this course includes three examinations: 1. A written examination

covering rules, strategy, etc. (10 questions, 1 pt. each). 2. A demonstration examination covering skills (10 skills, 2 pts. each). 3. A performance examination consisting of wrestling a match of five minutes duration (40 points). Students who secure a total of 40 or more points are awarded credit. (See p. 16, 17.)

Intersectional Wrestling Tournament. This competition is not open to students with previous wrestling experience. Each entrant must have his condition checked and secure a certificate of approval at the Health Service Department before competing. Each entrant is entered in his normal weight class. No student is permitted to enter two weight divisions. Each entrant has his weight checked by the Instructor not later than one week before the competition starts. The tournament is conducted on the elimination basis. All matches are conducted according to the N.C.A.A. Rules except that the standard match is six minutes in duration. Medals are awarded to the winners of first and second place in each weight division. (See p. 17, 18.)

Weight Divisions

118 lb. division.
126 lb. division.
135 lb. division.
145 lb. division.
155 lb. division.
165 lb. division.
175 lb. division.
Heavyweight division.

“Good manners in the forest consists in carrying into the woods the fundamental decencies of our every day lives. By means of the sun, the winds, and rain, Nature effects perpetual sanitation and no self respecting recreationist will offend against her sanitary laws. He will keep his camp or picnic ground clean and leave it so for his successor. Departing he will collect all scattered papers, broken boxes or bottles, empty tin cans, and fruit skins. He will, of course, be careful with fire and will do nothing to destroy the natural beauty of his surroundings. With little effort he can leave the woods as attractive as he found them and have the satisfaction of knowing he has been a ‘good sportsman’.”

—United States Forestry Service.

P. E. 30, FOIL FENCING

Costume. White canvas fencing half jacket, blue cotton drill shorts, white wool socks, fencing gloves (cotton work gloves), and canvas-rubber shoes.

Reference Books. Costello, J. M. *The Theory and Practice of Fencing*. New York: Chas. Scribner's Sons, 1933. 272 p.

. . . *The Art of Fencing*, No. 30R. New York: American Sports Publishing Co., 1936.

Objectives. The primary conduct objective of this course is: Engaging in foil fencing, according to social and hygienic standards. The standard of achievement is: Reasonably well.

The principal control objectives of this phase of the course are given below:

1. Skill in executing the fundamental positions and movements
 - The on-guard positions
 - The advance
 - The retreat.
2. Skill in executing the lunge
 - Arm extension
 - Propelling body forward by means of the rear leg
 - Returning the right arm to the body while extended on the lunge
 - Returning to on guard.
3. Skill in executing certain simple attacks
 - Lunge in quarte
 - Lunge in sixte
 - Disengage from quarte to sixte
 - The direct beat
 - The cut over.
4. Skill in executing certain complex attacks
 - The one-two
 - The double disengage
 - The beat followed by disengage
 - The cut over disengage
 - The cut over deceive.

5. Skill in executing certain simple parries and riposts
The parry in quarte and riposte
The parry in sixte and riposte
Septime parry
Seconde parry.
6. Skill in executing certain complex parries and riposts
The counter parry in quarte and riposte
The counter in sixte and riposte.
7. Skill in executing certain special attacks
The bind
Press attacks
Stop thrusts
Time thrusts.
8. Knowledge of the rules.
9. Knowledge of common technical terms used in connection with fencing.
10. Knowledge of strategy.
11. Knowledge of the principles involved in fencing.
12. Disposition to observe established social standards when fencing.
13. Disposition to observe reasonable hygienic standards when fencing.
14. Condition to fence three bouts without undue fatigue.

Two other conduct objectives given some consideration in the course are: 1. Appreciating fencing. 2. Appreciating the need and means for conserving wildlife. The first is covered through having the students participate in discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a report (1000 to 2500 words) reviewing three articles dealing with the general topic: "Wildlife Conservation." One article should be chosen from each of three of the following magazines: *Outdoor America*, *Conservation*, *American Wildlife*, and *Nature Magazine*. The source of each article reviewed should be cited. A due-date is announced by the Instructor. (See p. 15.)

Examinations and Grading Plan (Grade Scale on Page 13)

Term report	15 pts.
Written test on rules, strategy, etc—10 questions (1 pt. each).	10 pts.
This test is given during the tenth week.	
Performance test—fencing a match, 1 three-minute bout	40 pts.
This test is given during the last four weeks.	
Demonstration test—5 skills (0-6 pts. each).....	30 pts.
This test is given during the final examination period.	
Sportsmanship	5 pts.
Healthmanship	5 pts.
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105 pts.	

Proficiency Examination. The proficiency examination in this course includes three examinations: 1. A written examination covering rules, strategy, nomenclature, etc. (10 questions, 1 pt. each). 2. A demonstration examination covering skills (5 skills, 6 pts. each). 3. A performance examination consisting of fencing one three-minute bout (40 points). Students who secure a total of 56 or more points are awarded credit. (See p. 16, 17.)

Intersectional Fencing Tournament. Each class is asked to enter a minimum of ten contestants in this tournament. This tournament is conducted on the elimination basis. The tournament is also conducted on a handicap basis; the Instructor designates each contestant's handicap. All matches are conducted according to the A.F.L.A. Rules. The winner of first place is awarded a pair of foils. The winners of second, third, and fourth places, respectively, are awarded medals. (See p. 17, 18.)

“When you hunt or fish you are dipping your spoon in the common dish of natural resources. What you do concerns not yourself alone but every man who hunts and fishes. The written laws take this fact into consideration; the unwritten code makes a religion of it. Its golden rule is: I shall love the outdoors and wisely use the things therein so that they may be perpetuated for others who follow me.”

—Hamilton M. Laing, Sportsman.

P. E. 31, SOCCER

Costume. Grey cotton sweat shirt, grey cotton sweat pants, white wool socks, warm gloves or mittens, and dull cleated, ankle-high leather shoes (preferably soccer shoes).

Reference Books. Caswell, J. E. *Soccer for Junior and Senior High Schools*. New York: A. S. Barnes and Co., 1933. 96 p.

. . . *Official Soccer Guide*. New York: American Sports Publishing Co., 1936-37.

Objectives. The primary conduct objective of this course is: Playing soccer football, according to social and hygienic standards. The standard of achievement is: Reasonably well.

The principal control objectives of this phase of the course are given below:

1. Skill in dribbling the ball.
2. Skill in trapping the ball
 - Foot trap (left and right)
 - Shin trap (left, right, and both)
 - Thigh trap (left, right, and both)
 - Body trap (chest and stomach).
3. Skill in kicking the ball
 - A stationary ball (left and right)
 - A rolling ball (left and right).
 - A bouncing ball (left and right)
 - A ball in flight (left and right)
 - Kicking a bouncing ball backward overhead (left and right).
4. Skill in kicking goals (ball rolling)
 - Approach from front (left and right)
 - Approach from side (left and right).
5. Skill in passing and receiving while running.
6. Skill in tackling (the ball in possession of an opponent)
 - Front tackle
 - Side tackle.
7. Skill in retaining a ball from a tackler
 - Front tackle
 - Side tackle.

8. Skill in heading the ball
 - Forward
 - Sideward
 - Backward.
9. Skill in making a throw in.
10. Skill in making different types of kicks
 - Corner kick (left and right sides)
 - Goal kicks
 - Penalty kick
 - Short pass (30 feet to 50 feet)
 - Centering ball from the wing.
11. Knowledge of the rules.
12. Knowledge of the words and phrases commonly used in soccer.
13. Knowledge of playing in the following situations (offensive and defensive)
 - Kick off
 - Penalty kick
 - Goal kick
 - Corner kick
 - Throw in
 - Free kick.
14. Knowledge of general team play.
15. Knowledge of play in the several individual positions.
16. Knowledge of the principles involved in playing soccer.
17. Disposition to conduct oneself in a sportsmanlike manner when playing soccer.
18. Disposition to conduct oneself in a healthmanlike manner when playing soccer.
19. Condition to play a full game without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating soccer. 2. Appreciating the significance of sports in education. The first is covered through having the students participate in discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a paper (1000 to 2500 words) reviewing three articles dealing with the general topic: "Sports in Education." The three articles should be chosen from three of the following magazines: *The Journal of Health and Physical Education*, *Scholastic Coach*, *The Athletic Journal*, and *The Camping Magazine*. The source of the articles reviewed should be cited. A due-date is announced by the Instructor. (See p. 15.)

Examinations and Grading Plan (Grade Scale on Page 13)

Term report	15 pts.
Preliminary demonstration test—3 skills (0-2 pts. each)	6 pts.
This test is given during the eighth week.	
Written test on rules, strategy, etc.—10 questions (1 pt. each).	10 pts.
This test is given during the tenth week.	
Preliminary performance test—playing a game.....	15 pts.
This test is given during the twelfth week.	
Final demonstration test—5 skills (0-2 pts. each).....	10 pts.
This test is given during the last week.	
Final performance test—playing a game.....	40 pts.
This test is given during the final examination period.	
Sportsmanship	5 pts.
Healthmanship	5 pts.
<hr/>	
106 pts.	

Proficiency Examination. The proficiency examination in this course includes three examinations: 1. A written examination covering rules, strategy, nomenclature, etc. (10 questions, 1 pt. each). 2. A demonstration examination covering skills (5 skills, 2 pts. each). 3. A performance examination consisting of playing a game (40 pts.). Students who secure a total of 40 or more points are awarded credit. (See p. 16, 17.)

Intersectional Soccer Tournament. Each class is asked to enter a team of 14 players in this tournament. The tournament is conducted on the elimination basis. All games are conducted accord-

ing to the N.C.A.A. Soccer Rules, except as follows: A game consists of two twenty-minute periods. In case the score is a tie two additional periods of five minutes each are played. In case the score is still a tie the team awarded the greatest number of free kicks (free kicks following fouls, penalty kicks, and corner kicks) is declared the winner. The off side rule is not enforced. Each member of the winning team is awarded a medal. (See p. 17, 18.)

“I believe in the development of wholesome games and sports, especially those conducted out of doors.

“I believe that such sports should in and of themselves give real joy and recreation, and that they should depend as little as possible upon intrinsic motives, such as social prestige, newspaper notoriety and the like.

“I believe that every man in the college group, physically able to do so, should be a participant in one or more of the college sports. Not a few of these men will need special corrective exercises for specific physical defects.

“I believe that the habits of exercise and recreation cultivated in college should be explicitly taught with a view to continuation in after life. To this end, a measure of intelligent familiarity should be specially encouraged with such sports and games as can be pursued through middle age and beyond.

“Negatively, I do not believe that there is any obligation on the part of the college to furnish the general public, nor even the alumni, with substitutes for the circus, the prize fight, and the gladiatorial combat.”

—James R. Angell, University President.

“Campers—Clean up grounds, burn all rubbish. Put out your fires. Do not mutilate trees, destroy flowers, fences or other property.

“Hunters—Respect the owner’s rights and property. Save the game. Observe the legal limit. See your game before shooting—others may be near.

“Fisherman—Handle undersize fish with wet hands, and put them back. Observance of the law will perpetuate the sport. Don’t be a fish hog.”

—Izaak Walton League of America.

P. E. 32, GOLF

Costume and Equipment. Golf shoes, a set of golf clubs, (including at least the following or their equivalent—brassie, mid-iron, mashie, niblick, putter), a golf bag, and one dozen golf balls.

Reference Books. Diehl, R. W. and Vardon, T. *Golf Manual*. Minneapolis: Western Golf Publishing Co., 1929. 119 p.

. . . *United States Golf Association Rules*. New York: United States Golf Association, 1936.

Objectives. The primary conduct objective of this course is: Playing golf, according to social and hygienic standards. The standard of achievement is: Playing 18 holes in ninety strokes or less.

The principal control objectives of this phase of the course are listed below:

1. Skill in using the driver
 - grip
 - stance
 - stroke.
2. Skill in using the mid-iron
 - grip
 - stance
 - stroke.
3. Skill in using the mashie
 - grip
 - stance
 - stroke.
4. Skill in using the niblick
 - grip
 - stance
 - stroke.
5. Skill in using the putter
 - grip
 - stance
 - stroke.
6. Ability to adapt strokes with each of the five main clubs to common conditions
 - lie
 - direction of the wind

nature of the terrain
hazards
distance, etc.

7. Understanding of the causes of common faults and the means for correcting the same
hooking
slicing
shanking
topping, etc.
8. Knowledge of the rules.
9. Knowledge of common golf terminology.
10. Knowledge of principles involved in playing golf.
11. Disposition to observe established etiquette in playing golf.
12. Disposition to observe reasonable standards of hygiene in playing golf.
13. Condition to play a match of 18 holes without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating golf. 2. Appreciating the history of some sport. The first is covered through having the students participate in discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) of one of the books listed below. General topic: "History of Individual Sports." A due-date is announced by the Instructor. (See p. 15.)

Birkenhead, F. E. S. *Fifty Famous Fights for the Championship*. London: Cassell and Company, 1932. 348 p.

Castle, Edgerton. *Schools and Masters of Fence*. London: G. Bell & Sons, 1910. 355 p.

Davis, H. *Football. The American Intercollegiate Game*. New York: Chas. Scribner's Sons, 1911. 504 p.

Elmer, R. P. *Archery* (Revised Edition). Philadelphia: The Penn Publishing Co., 1933. 564 p.

Harper, Harry. *The Evolution of the Flying Machine*. London: Hutchinson & Co., 1930. 288 p.

Lunn, Arnold. *A History of Skiing*. Oxford: University Press, 1927. 492 p.

Lynch, Bohun. *The Prize Ring*. London: Country Life, 1925. 137 p.

Marshall, Julian. *The Annals of Tennis*. London: The Field Office, 1878. 226 p.

Pollard, H. B. C. *A History of Fire Arms*. Boston: Houghton Mifflin Co., 1934. 520 p.

Radcliff, William. *Fishing From the Earliest Times*. New York: E. P. Dutton Co., 1926. 494 p.

Smith, B. W. *Pioneers of Mountaineering*. London: Blaikie and Son, 1933. 224 p.

Stone, H. L. *The American Cup Races*. New York: The Macmillan Co., 1930. 356 p.

Webster, F. A. M. *Athletics of Today. History, Development and Training*. London: F. Warne, 1929. 368 p.

. . . *Fifty Years of Lawn Tennis in the United States*. New York: U. S. Lawn Tennis Assn., 1932. 256 p.

Muller, Edwin. *They Climbed the Alps*. New York: Jonathan Cape and Harrison Smith, 1930. 221 p.

Examinations and Grading Plan

(Grade Scale on Page 13)

Term report 10 pts.
Preliminary demonstration test—6 skills (3 pts. each).... 18 pts.

Each student makes three strokes in each skill, the best ball only being scored—1 pt. for direction, 1 pt. for distance, 1 pt. for loft

- | | |
|------------------------|------------------------|
| 1. brassie off tee | 4. mashie at 25 yards |
| 2. midiron off fairway | 5. niblick at 60 yards |
| 3. mashie at 125 yards | 6. putter at 20 feet |

In this test the students are tested in one skill at a time, on six different days, distributed through the semester, as decided by the instructor.

Final demonstration test—6 skills (1 pt. each)..... 54 pts.

Each student makes three strokes in each skill, each ball being scored—1 pt. for direction, 1 pt. for distance, 1 pt. for loft

- | | |
|------------------------|------------------------|
| 1. brassie off tee | 4. mashie at 25 yards |
| 2. midiron off fairway | 5. niblick at 60 yards |
| 3. mashie at 125 yards | 6. putter at 20 feet |

This test is given at varying times during the last three weeks as decided by the Instructor.

Preliminary demonstration test	5 pts.
This test consists of swinging a brassie and a mashie, four or five times each. The student is graded solely for form. This test is given during the 12th week.	
Playing one match	5 pts.
The student presents the instructor with evidence (a score card) of having played an 18-hole match on a regulation golf course.	
Written test on rules, etiquette, etc.—10 questions (1 pt. each).	10 pts.
This test is given during the final examination period.	
Sportsmanship	5 pts.
Healthmanship	5 pts.
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112 pts.	

Proficiency Examination. The proficiency examination in this course includes two examinations: 1. A written examination covering the rules, technique, and etiquette of golf (10 questions, 1 pt. each). 2. A demonstration examination covering skills. This examination is identical with the final demonstration examination offered in the regular examination program (6 skills, 9 pts. each). Students securing a total of 40 or more points are awarded credit. (See p. 16, 17.)

Intersectional Golf Tournament. Each class is asked to enter at least four contestants in the tournament. The tournament is conducted on the elimination basis. Each match consists of playing eighteen holes. All matches are played according to the United States Golf Association Rules. The winner and the runner-up are awarded medals. (See p. 17, 18.)

“Play for the child, sport for youth, and recreation for adults are essentials of a normal life. It is becoming generally recognized that the creation and maintenance of outdoor recreation facilities is a community duty in order that the whole public might participate in their enjoyment.”

—Calvin Coolidge.

P. E. 33, TENNIS

Costume and Equipment. White cotton shirt with sleeves, white duck trousers, white wool socks, canvas-rubber shoes, tennis racquet, and one dozen tennis balls.

Reference Books. Paret, J. P. *Methods and Players of Modern Lawn Tennis*. 3d Edition. New York: American Lawn Tennis Assn., 1931. 316 p.

. . . *Lawn Tennis Guide, No. 57X*. New York: American Sports Publishing Co., 1936.

Objectives. The primary conduct objective of this course is: Playing tennis, according to social and hygienic standards. The standard of achievement is: Reasonably well.

The principal control objectives of this phase of the course are listed below:

1. Skill in serving.
2. Skill in returning a service.
3. Skill in executing a forehand drive.
4. Skill in executing a back hand drive
5. Skill in executing an overhead smash.
6. Skill in executing a forehand volley.
7. Skill in executing a backhand volley.
8. Skill in executing a lob.
9. Knowledge of the rules.
10. Knowledge of strategy.
11. Knowledge of standard procedures in match play.
12. Knowledge of the nomenclature commonly used in tennis.
13. Knowledge of the principles involved in playing tennis.
14. Disposition to play in a sportsmanlike manner.
15. Disposition to play in a healthmanlike manner.
16. Condition to play a three-set match without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating tennis. 2. Appreciating the technique of some outdoor sport. The first is covered through having the students participate in discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) of one of the books listed below. General topic: "The Technique of Outdoor Sports." A due-date is announced by the Instructor. (See p. 15.)

Askins, C. *Game Bird Shooting*. New York: The Macmillan Co., 1931. 312 p.

Bamfield, H. J. K. and Palmer, S. E. *Art of Sailing*. London: H. P. and G. Witherby, 1933. 248 p.

Cooper, A. E. (Editor). *Sea Fishing*. Philadelphia: J. B. Lippincott Co., 1934. 352 p.

Curtis, P. A. *Guns and Gunning*. Philadelphia: Penn Publishing Co., 1934. 384 p.

Day, J. W. *Modern Fowler*. New York: Longmans, Green and Co., 1934. 323 p.

Fordyce, C. P. *Trail Craft*. Cincinnati: Stewart Kidd Co., 1922. 202 p.

Hedges, S. G. *Games for Small Lawns*. Philadelphia: J. B. Lippincott Co., 1933. 132 p.

Hemingway, Ernest. *Death in the Afternoon*. New York: Chas. Scribner's Sons, 1932. 547 p.

Himmelwright, A. A. A. *Pistol and Revolver Shooting*. New York: The Macmillan Co., 1928. 482 p.

Holden, G. P. *Angling*. New York: D. Appleton and Co., 1931. 187 p.

Hughes, R. D. *Fly and Bait Casting*. London: A. and C. Black, 1924. 80 p.

McCartney, Singerly. *Short Cut to Good Riding*. New York: Dodd, Mead and Co., 1935. 163 p.

Morton, G. C. *Hiking and Tramping*. Philadelphia: David McKay Company, 1929. 158 p.

Norton, Mortimer. *Angling Success*. New York: The Macmillan Co., 1934. 291 p.

Proctor, C. N. *The Art of Skiing*. New York: Harcourt Brace and Co., 1933. 204 p.

Ross, M. H. *Sailing the Skies*. New York: The Macmillan Co., 1931. 276 p.

Schneider, H. and Franck, A. *The Wonders of Skiing*. New York: Chas. Scribner's Sons, 1933. 234 p.

Sharp, Arthur. *The Rucksack Way*. London: Jenkins, 1934. 191 p.

Spencer, Sydney (Editor). *Mountaineering*. Philadelphia: J. B. Lippincott Co., 1934. 383 p.

Examinations and Grading Plan

(Grade Scale on Page 13)

Term report 12 pts.
 Preliminary demonstration test—3 skills (0-2 pts. each) 6 pts.
 This test is given during the eighth week.

Written test on rules, strategy, etc.—10 questions (1 pt. each). 10 pts.
 This test is given during the tenth week.

Preliminary performance test — playing 1 regulation game 15 pts.
 This test is given during the twelfth week.

Final performance test—playing 10 matches (2 out of 3 regulation games) in a group round robin tournament 42 pts.
 Five matches are played in class and five outside of class. This test is given during the last four weeks. Each student's performance is scored as follows:

10 wins—42 pts.	4 wins—24 pts.
9 wins—39 pts.	3 wins—21 pts.
8 wins—36 pts.	2 wins—18 pts.
7 wins—33 pts.	1 win —15 pts.
6 wins—30 pts.	0 wins—12 pts.
5 wins—27 pts.	

Final demonstration test—5 skills (0-2 pts. each)..... 10 pts.
 This test is given during the final examination period.

Sportsmanship 5 pts.
 Healthmanship 5 pts.

105 pts.

Proficiency Examination. The proficiency examination in this course includes three examinations: 1. A written examination covering rules and strategy, (10 questions, 1 pt. each). 2. A demonstration examination covering skills (5 skills, 2 pts. each). 3. A performance examination consisting of playing a match (40 pts.). Students scoring a total of 40 or more points are awarded credit. (See p. 16, 17.)

Intersectional Tennis Tournaments (Singles and Doubles). Each class is asked to enter at least four singles players and two doubles teams in these tournaments. A player may compete in only one tournament. Both tournaments are conducted on the elimination basis. All matches are played according to the United States Lawn Tennis Association Rules. A match consists of winning two out of three regulation sets. The winner and runner-up in each tournament are awarded medals. (See p. 17, 18.)

1. I will consider my athletic opponents and the officials as my guests and will treat them as such.
2. I will cheer both teams as they come on the field of play.
3. I will applaud good plays made by either team.
4. I will not applaud errors.
5. I will not "razz" the players of either team or anyone officially connected with either team.
6. I will consider the officials as the proper authorities to make decisions and I will accept their decisions.
7. I will not attempt to disturb any player or official.
8. I will not stir up any unfriendly rivalry among the fans or players.
9. I will consider it my privilege and duty to encourage players and authorities to live up to the spirit of the rules.
10. I will consider it my privilege and duty to exemplify and promote the adoption of "A Code of Sportsmanship for Fans" everywhere.

—Sportsmanship Brotherhood.

"More and more, privately owned areas are being closed to the public. Commercial enterprise is doing little if anything to open up the out of doors. If private property is not to be trespassed upon and abused, an alternate must be provided for those who cannot afford to or do not wish to patronize commercial amusement facilities.

"There is imperative need for increase in publicly controlled areas of forest and stream, of mountain, plain and beach, for wildlife conservation, scenic preservation, and for outdoor recreation."

—New Jersey State Parks.

P. E. 34, SOFTBALL AND ICE SKATING

Special Note. This course includes two activities, softball and ice skating. In the first semester softball is taught during the first nine weeks, skating the last nine weeks; in the second semester the order is reversed.

The proficiency examination in this course covers both soft ball and ice skating. In order to secure proficiency examination credit, a student must secure a minimum of 25 points in each activity. (See p. 16, 17.)

Laboratory Fee. \$2.25. This fee covers the ice rink charge.

SOFTBALL

Costume. Grey cotton sweat shirt, grey cotton sweat pants, white wool socks, and canvas-rubber shoes.

Reference Book. . . . *Official Rules of Softball*. New York: American Sports Publishing Co., 1934.

Objectives. The primary conduct objective of this part of the course is: Playing softball according to social and hygienic standards. The standard of achievement is: Reasonably well.

The principal control objectives of this phase of the course are as follows:

1. Skill in throwing the ball.
2. Skill in catching a thrown ball.
3. Skill in fielding a rolling ball.
4. Skill in fielding a bounding ball.
5. Skill in fielding a fly ball.
6. Skill in making "pickups."
7. Skill in batting.
8. Skill in playing the several positions.
9. Skill in running the bases.
10. Knowledge of the rules.
11. Knowledge of softball nomenclature.
12. Knowledge of offensive strategy.
13. Knowledge of defensive strategy.
14. Knowledge of principles involved in playing softball.
15. Disposition to observe social standards in playing softball.
16. Disposition to observe hygienic standards in playing softball.
17. Condition to play a full game without undue fatigue.

Examinations and Grading Plan (See Page 13)

Written test on rules, strategy, etc.—10 questions

($\frac{1}{2}$ pt. each) 5 pts.

This test is given during the fourth week.

Demonstration test—5 skills (0-2 pts. each)..... 10 pts.

This test is given during the last two meetings.

Performance test—playing a game, rotating positions..... 30 pts.

This test is given: In the first semester, just after the close of the season, on a date set by the Instructor. In the second semester, during the final examination period.

Sportsmanship 3 pts.

Healthmanship 2 pts.

50 pts.

Proficiency Examination. The proficiency examination in softball includes three examinations: 1. A written examination covering rules, strategy, etc. (10 questions $\frac{1}{2}$ pt. each). 2. A demonstration examination covering skills (5 skills, 2 pts. each). 3. A performance examination consisting of playing a regulation game, rotating positions (30 pts.). (See Special Note p. 72.)

Intersectional Softball Tournament. Each class is asked to enter a team of twelve men in this tournament. The tournament is conducted on the elimination basis. All games are played according to the United States Softball Association Rules except as follows: All games are seven innings in length, and the players rotate positions. Each member of the winning team is awarded a medal. (See p. 17, 18.)

ICE SKATING

Equipment. Ice skates.

Reference Book. Brokaw, Irving. *The Art of Skating*. New York: Charles Scribner's Sons, 1926. 253 p.

Objectives. The primary conduct objectives of this part of the course are:

- I. Engaging in speed skating, according to social and hygienic standards.
- II. Engaging in figure skating according to social and hygienic standards.

The specific activities taught in this phase of the course and the standard of achievement set for each are given below :

I. Speed Skating

One quarter mile (3 laps)—50 seconds.

II. Figure Skating

1. Skating forward, circle right and left, and stop—execution, in good form.
2. Skating backward, circle right and left, and stop—execution, in good form.
3. Skating forward, turn to skating backward, turn to skating forward, execution, in good form.
4. Spread eagle—execution, in good form.
5. Shoot the duck—execution, in good form.
6. Figure three, left and right—execution, in good form.
7. Grape vine—execution, in good form.
8. Clover leaf, left and right—execution, in good form.

The principal control objectives of this phase of the course are as follows :

I. Engaging in Speed Skating

1. Skill in executing the movements involved in speed skating.
2. Knowledge of the principles involved in speed skating.
3. Knowledge of the terms and phrases commonly used in connection with speed skating.
4. Disposition to engage in speed skating in a sportsmanlike manner.
5. Disposition to engage in speed skating in a healthmanlike manner.
6. Condition to skate one quarter of a mile without undue fatigue.

II. Performing Skating Figures

1. Skill in performing the skating figures listed above.
2. Knowledge of the principles involved in figure skating.
3. Knowledge of common figure skating terminology.
4. Disposition to engage in figure skating in a sportsmanlike manner.
5. Disposition to engage in figure skating in a healthmanlike manner.
6. Condition to perform skating figures for one-half hour without undue fatigue.

Examinations and Grading Plan (See Page 13)

Performance test—8 figures (0-4 pts. each)..... 32 pts.

Each student is given two opportunities to be examined in figures. The first is given during the last four weeks of the period devoted to skating. During this period a student may take a test in one or more figures at a time, as he chooses, when chooses. The second is given in the first semester, during the final examination period. In the second semester, just after the close of the season on a date set by the Instructor. On this occasion each student tries only those stunts not tried previously. Each student is given two trials in each figure; the best performance is recorded.

Performance test—skating 3 laps (440 yards)..... 12 pts.

This test is given in the first semester, during the final examination period. In the second semester, just after the close of the season on a date set by the Instructor. Each student is given one trial; his performance is scored as follows:

44" or less—12 pts.	68" or less—5 pts.
48" or less—11 pts.	72" or less—4 pts.
52" or less—10 pts.	76" or less—3 pts.
56" or less— 9 pts.	80" or less—2 pts.
60" or less— 8 pts.	84" or less—1 pt.
62" or less— 7 pts.	84.1" or more—0 pts.
64" or less— 6 pts.	

Sportsmanship	3 pts.
Healthmanship	3 pts.

50 pts.

Proficiency Examination. The proficiency examination in ice skating includes two examinations: 1. A performance examination in the figures described above. Each student is given two trials in each figure, the best performance being recorded. 2. A performance examination in skating 3 laps. These examinations are scored in the same manner as the regular examinations. (See Special Note, p. 72.)

Intersectional Skating Meet. Each class is asked to enter two men in each individual event and a team of four men in the relay in this meet. Each contestant is limited to entering a maximum of

two events. The winner of first place in each individual event and the members of the winning relay team are awarded medals. (See p. 17, 18.)

Events

- 220 yards (1½ laps).
- 440 yards (3 laps).
- 880 yards (6 laps).
- 1 mile (12 laps).
- 1 mile relay (4 men on each team).
- Fancy skating (2 minutes).

Additional Objectives. Three other conduct objectives also given some consideration in the course are: 1. Appreciating softball. 2. Appreciating ice skating. 3. Appreciating the need for and means of conserving wild life. The first and second are covered through having the students participate in discussions, demonstrations, etc., in class; read the reference books outside of class, etc. The third is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a paper (1000 to 2500 words) dealing with the general topic: "Wild Life Conservation." This paper may deal with any aspect of the subject the writer chooses. Examples: "Ways and Means for Protecting Migratory Birds," "Wild Game Refugees," "Stocking Streams With Fish," "The Work of the Isaac Walton League in Conserving Wild Life," "Commercial Aspects of Hunting and Fishing for Sport," "The Function and Duties of State Departments of Hunting and Fishing." The paper should include at least two references; the sources of these references should be cited. Topic references: Game, Game Protection, Wild Life, Natural History, Fish, Animals, Birds. Magazines: *American Wildlife*, *Outdoor America*, *Conservation*, *American Forests*, *Nature Magazine*. A due-date is announced by the Instructor. (See p. 15.)

Grading Plan. Term report—10 pts.

Final Grade (Grade Scale on Page 13)

The final grade for the course is based on the total points received in the three factors graded. These in summary are as follows:

Softball	50 pts.
Ice skating	50 pts.
Term report	10 pts.
	<hr/>
	110 pts.

P. E. 35, TAP DANCING

Costume. Blue cotton drill shorts, white wool socks, and hard-soled oxfords with taps.

Reference Book. Ballwebber, Edith. *Illustrated Tap Rhythms*. Chicago: Clayton F. Summy, 1933. 96-p.

Objectives. The primary conduct objective of this course is: Engaging in tap dancing, according to social and hygienic standards. The particular dances taught in this phase of the course and the standard of achievement set for each are given below:

- I. Green spot—with a maximum of 6 mistakes, in good form
 1. Change step forward.
 2. Change step rear.
 3. Peg leg left.
 4. Peg leg right.
 5. Frisco drag left.
 6. Frisco drag right.
- II. Broadway special—with a maximum of 6 mistakes, in good form
 1. Slue foot.
 2. Fall down stairs, with back tap.
 3. Tap toe.
 4. Fall down stairs, with triple five.
 5. Drop kick ball.
 6. Forty-second street.
- III. Panama Fling—with a maximum of 8 mistakes, in good form
 1. Strike hop.
 2. Buffalo.
 3. Roll away.
 4. Broken rhythm.
 5. Tickle toes.
 6. Drum beat.
 7. Maxiford.
 8. Break leg.

The principal control objectives of this phase of the course are as follows:

1. Skill in executing the movements involved in performing the dances listed above.
2. Knowledge of common tap dancing terminology.
3. Knowledge of the principles involved in tap dancing.
4. Disposition to engage in tap dancing in a sportsmanlike manner.
5. Disposition to engage in tap dancing in a healthmanlike manner.
6. Condition to engage in tap dancing for one-half hour without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating tap dancing. 2. Appreciating the significance of leisure and recreation. The first is covered through

having the students participate in discussions and demonstrations in class; read the reference book outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a paper (1000 to 2500 words) reviewing three articles dealing with some phase of the general topic. "Recreation." One article should be chosen from each of the three following magazines: *Recreation*, *Parks and Recreation*, *Leisure*, and *Hobbies*. The source of the articles reviewed should be cited. A due-date is announced by the Instructor. (See p. 15.)

Examinations and Grading Plan (Grade Scale on Page 13)

Term report	15 pts.
Preliminary performance test—3 dances (0-6 pts. each)	18 pts.
One test is given at the close of each of the periods devoted to teaching each of the three dances, that is, during the fifth week, the tenth week, and the fifteenth week, respectively.	
Final performance test—3 dances (0-20 pts. each).....	60 pts.
This test is given during the final examination period.	
Sportsmanship	5 pts.
Healthmanship	5 pts.

103 pts.

Proficiency Examination. The proficiency examination in this course consists of a performance examination in the three dances taught in the course, or three dances that are equally or more difficult. Each dance is graded on the basis of 20 points. Students securing a total of 40 or more points are awarded credit. (See p. 16, 17.)

Intersectional Tap Dancing Meet. Each class is asked to enter at least four contestants in each event. Tryouts are held in each class to determine the best performers. Each contestant is restricted to entering a maximum of two events. The competition in each dance is conducted on the group elimination basis. The winner and runner-up in each event are awarded medals. (See p. 17, 18.)

Events

1. Green spot tap dance.
2. Broadway special tap dance.
3. Panama Fling Tap dance.

P. E. 36, CLOG DANCING

Costume. Blue cotton drill shorts, white wool socks, and hard-soled Oxfords with taps.

Reference Book. Frost, Helen. *Tap, Capers and Clog*. New York: A. S. Barnes and Co., 1931. 72 p.

Objectives. The primary conduct objective of this course is: Engaging in clog dancing according to social and hygienic standards. The particular dances taught in this phase of the course and the standard of achievement set for each are given below:

- I. Campus Clog—with a maximum of 7 mistakes, in good form
 1. Fundamental step.
 2. Dutch step.
 3. Rollicking sailor
 4. Circular cake walk.
 5. Toe heel.
 6. Bell
 7. Dutch sailor.
- II. Black Sam—with a maximum of 11 mistakes, in good form
 1. Hot strut.
 2. Chug strut.
 3. Slip turn.
 4. Buffalo.
 5. Pull step.
 6. Strut turn.
 7. Pivot stamp.
 8. Cramp roll.
 9. Bandy turn.
 10. Log-rolling.
 11. Turn off.
- III. Clown Clog—with a maximum of 6 mistakes, in good form
 1. Peg leg.
 2. Fall down stairs.
 3. Pick up.
 4. Circle hop swing.
 5. See the birdie.
 6. Circle jump.

The principal control objectives of this phase of the course are as follows:

1. Skill in executing the movements involved in performing the dances listed above.
2. Knowledge of common clog dancing terms.
3. Knowledge of the principles involved in clog dancing.
4. Disposition to engage in clog dancing in a sportsmanlike manner.
5. Disposition to engage in clog dancing in a healthmanlike manner.
6. Condition to engage in clog dancing for one-half hour without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating clog dancing. 2. Appreciating the significance of leisure and recreation. The first is covered through having the student participate in discussions, demonstrations, etc., in class, read the reference book outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) of one of the books listed below. General topic: "Leisure and Recreation." A due-date is announced by the Instructor. (See p. 15.)

Calkins, E. E. *Care and Feeding of Hobby Horses*. New York: Leisure League of America, 1934. 96 p.

Cutten, G. B. *The Threat of Leisure*. New Haven: Yale University Press, 1926. 166 p.

Collins, A. F. *How to Ride Your Hobby*. New York: Appleton Century Co., 1935. 298 p.

Dark, Sidney. *After Working Hours*. London: Hodder & Stoughton, 1929. 254 p.

Greenbie, M. B. *The Arts of Leisure*. New York: The McGraw Hill Book Co., 1935. 274 p.

Hambidge, G. *Time to Live*. New York: McGraw-Hill Book Co., 1933. 144 p.

Jacks, L. P. *Education Through Recreation*. New York: Harper & Brothers, 1932. 155 p.

Joad, C. E. M. *Diogenes: Or the Future of Leisure*. New York: E. P. Dutton Co., 1928. 102 p.

Lampland, Ruth. *Hobbies for Everybody*. New York: Harper and Brothers, 1934. 408 p.

Mitchell, E. D. and Mason, B. S. *The Theory of Play*. New York: A. S. Barnes and Co., 1934. p. 1-291.

Neumeyer, M. H. and Neumeyer, E. H. *Leisure and Recreation*. New York: A. S. Barnes & Co., 1936. 397 p.

Overstreet, H. A. *A Guide to Civilized Leisure*. New York: M. W. Norton Co., 1934. 257 p.

Park, A. N. *The Challenge of Leisure*. Toronto: The Macmillan Co., 1934. 244 p.

Riggs, A. F. *Play: Recreation in a Balanced Life*. Garden City, N. Y.: Doubleday, Doran and Co., 1935. 239 p.

Examinations and Grading Plan (Grade Scale on Page 13)

Term report	15 pts.
Preliminary performance test—3 dances (0-6 pts. each)	18 pts.
One test is given at the close of each of the periods devoted to teaching each of the three dances, that is, during the fifth week, the tenth week, and the fifteenth week, respectively.	
Final performance test—3 dances (0-20 pts. each).....	60 pts.
This test is given during the final examination period.	
Sportsmanship	5 pts.
Healthmanship	5 pts.
<hr/>	
103 pts.	

Proficiency Examination. The proficiency examination in this course consists of a performance examination in the three dances taught in the course, or three dances that are equally or more difficult. Each dance is graded on the basis of 20 points. Students securing a total of 40 or more points are awarded credit. (See p. 16, 17.)

Intersectional Clog Dancing Meet. Each class is asked to enter at least four contestants in each event in this competition. Try-outs are held in each class to determine the best performers. Each contestant is restricted to entering a maximum of two events. The competition in each dance is conducted on the group elimination basis. The winner and runner-up in each event are awarded medals. (See p. 17, 18.)

Events

1. Campus clog dance.
2. Black Sam clog dance.
3. Clown clog dance.

“Patience and planning are the secret of shooting with a camera, but the subject may be shot again which is more than can be said of the gun’s victim.”

—Alfred M. Bailey, Scientist.

P. E. 37, INDIVIDUAL ATHLETICS

Costume. Blue cotton drill shorts, white wool socks, and canvas-rubber shoes.

Reference Books. Staley, S. C. *Individual and Mass Athletics*. New York: A. S. Barnes and Co., 1925. 257 p.

Staley, S. C. *Calisthenics*. New York: A. S. Barnes and Co., 1926. 338 p.

. . . *National Collegiate Track and Field Guide, No. 112R*. New York: American Sports Publishing Co., 1936.

Objectives. The primary conduct objectives of this course are: 1. Participating in individual athletic events according to social and hygienic standards. 2. Performing the "Illini Nine" according to social and hygienic standards. The particular activities taught in this phase of the course, and the standard of achievement set for each are given below:

I. Performing 20 individual athletic events

1. One lap run—15 seconds.
2. Half mile run—2 minutes, 45 seconds.
3. Standing broad jump—the performer's height plus 2 ft., 3 in.
4. Standing hop, step and jump.
5. Three pegs—four times the performer's height.
6. Running high jump—the height of the performer's nipples.
7. Running spring board high jump—the performer's height.
8. Running hitch kick—the height of the performer's overhead reach with heels on floor and hand clenched.
9. Pirouette—one complete turn.
10. Rope skips—120 times in one minute.
11. Bar vault—the height of the performer's chin.
12. Bar snap—the performer's height.
13. Rope mount—execution.
14. Rope climb (22 ft.)—10 seconds.
15. Pull ups—10 times.
16. Floor dips—25 times.
17. Sit ups—25 times.
18. Weight lifts—one time for each five pounds of the performer's weight.
19. One arm medicine ball far throw—one foot for each four pounds of the performer's weight.

20. Two arm medicine ball far throw—one foot for each four pounds of the performer's weight.
- II. Performing the "Illini Nine"—each exercise approximately ten times—with no mistakes, vigorously, and in good form.
 1. Stretcher.
 2. Twister.
 3. Side bender.
 4. Squatter.
 5. Leg lifter.
 6. Compressor.
 7. Dipper.
 8. High stepper.
 9. Expander.

The principal control objectives of this phase of the course are as follows:

- I. Individual Athletic Events
 1. Skill in executing the movements involved in performing the individual athletic events listed above.
 2. Knowledge of the N.C.A.A. track and field rules.
 3. Knowledge of the nomenclature commonly used in connection with individual athletic events.
 4. Knowledge of principles involved in performing individual athletic events.
 5. Disposition to participate in individual athletic events in a sportsmanlike manner.
 6. Disposition to participate in individual athletic events in a healthmanlike manner.
 7. Condition to engage in individual athletic events for one-half hour without undue fatigue.
- II. The "Illini Nine"
 1. Skill in executing the various movements involved in performing the "Illini Nine."
 2. Knowledge of the principles involved in performing the "Illini Nine."
 3. Knowledge of the expressions commonly used in performing calisthenic exercises.
 4. Disposition to perform calisthenic exercises in a sportsmanlike manner.
 5. Disposition to perform calisthenic exercises in a healthmanlike manner.
 6. Condition to perform the "Illini Nine" vigorously for ten minutes without undue fatigue.

Three other conduct objectives also given some consideration in the course are: 1. Appreciating individual athletic events. 2. Appreciating calisthenic exercise. 3. Appreciating national (state or county) recreation opportunities, problems, values, etc. The first and second are covered through having the students participate in discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The third is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a paper (1000 to 2500 words) dealing with the general topic: "National (State or County) Recreation." The paper may deal with any phase of the topic the writer chooses. For example: "Recreation in Our National Forests," "The Duties of Ranger Naturalists," "The Need for State Parks in Illinois," "The Cost of County Parks," "Essential Procedures in Preventing Forest Fires." The paper should include at least two references; the source of all references should be cited. Reference topics: Parks, National Parks, State Parks, Forest Preserves. Reference magazines: *Parks and Recreation*, *American Forests*. A due-date is announced by the Instructor. (See p. 15.)

Examinations and Grading Plan (Grade Scale on Page 13)

Term report 15 pts.
Written test, on the N.C.A.A. track and field rules and records—10 questions (1 pt. each)..... 10 pts.
This test is given during the eighth week.

Performance test—"Illini Nine"..... 10 pts.
This test is given during the tenth week.

Performance test—20 events (3 pts. each)..... 60 pts.

Each student is given two opportunities to be examined in these events. The first is given during the last six weeks of the semester. During this period each student may take a test in one or more events at a time, as he chooses, when he chooses. The second is given during the final examination period. On this occasion each student tries only those events not previously passed. Each student is given two trials in either or both of these tests. Each student thus may take a total of 4 trials. Successful performance in any trial is credited as passing.

Sportsmanship	5 pts.
Healthmanship	5 pts.
	<hr/> 105 pts.

Proficiency Examination. The proficiency examination includes two examinations: 1. A written examination on the N.C. A.A. Track and Field Rules (10 questions, 1 pt. each). 2. A performance examination in the 20 individual athletic events listed above. Each student is permitted two trials in each event. The events are scored as in the regular examination—3 points for each event. Students securing a total of 45 or more points are awarded credit. (See p. 16, 17.)

Intersectional Individual Athletics Meet. Each class is asked to enter a minimum of three performers in each event in this competition. Tryouts are held in each class to determine the best performers. Each student is permitted to enter any number of events up to and including four. A medal is awarded to the winner of each event. (See p. 17, 18.)

Events

1. One lap run—one trial.
2. Half mile run—one trial.
3. Standing broad jump—three trials.
4. Standing hop, step and jump—three trials.
5. Three pegs—three trials.
6. Running high jump—Olympic high jump rules.
7. Running spring board high jump—Olympic high jump rules.
8. Running hitch kick—Olympic high jump rules.
9. Pirouette—three trials.
10. Rope skips—one trial.
11. Bar vault—Olympic high jump rules.
12. Bar snap—three trials.
13. Rope mount—three trials.
14. Rope climb—two trials.
15. Pull ups—one trial.
16. Floor dips—one trial.
17. Sit ups—one trial.
18. Weight lifts—one trial.
19. One arm medicine ball far throw—three trials.
20. Two arm medicine ball far throw—three trials.

P. E. 38, CIRCUS STUNTS

Costume. Blue cotton drill shorts, white wool socks, and canvas-rubber shoes.

Reference Book. Cramlet, L. and Hinote, R. C. *Physical Education Activities*. New York: Dodd, Mead and Co., 1932. 302 p.

Plan of the Course. The course includes eighteen fields of circus stunts. These are as follows:

1. Aerial casting (top man).
2. Aerial casting (flyman).
3. Juggling.
4. Rope spinning.
5. Ladder balancing.
6. Slack wire walking.
7. Tight wire walking (low wire).
8. Hand balancing (on floor).
9. Globe walking.
10. Trampoline tumbling.
11. Object balancing.
12. Unicycle riding.
13. Giant wheel rolling.
14. Teeter board tumbling.
15. Revolving ladder stunting.
16. Foot juggling.

Each student must elect to work in one of these fields. Each field includes a total of fourteen stunts (twelve required stunts, and two optional stunts) and two routines. All optional stunts must be approved by the Instructor. All routines must include four or more stunts, and must be approved by the Instructor. The Instructor sets the standard of achievement for all optional stunts and routines.

The specific activities (and standards of achievement) are published separately. These are posted on convenient bulletin boards and distributed as needed.

The first three weeks of the semester is devoted to demonstrating the several fields of activity and having the students experiment with the same. All students must choose a field of work by the end of the third week.

The Objectives. The primary conduct objectives of this course are: Performing circus stunts according to social and hygienic

standards. The activities taught in this phase of the course are indicated below. The activities and standards of achievement included in each field of stunts are presented in detail in the individual outlines given to the students.

- I. Twelve required stunts (in a specified field).
- II. Two optional stunts (in a specified field).
- III. Two routines of four or more stunts (in a specified field).

The principal control objectives of this phase of the course are as follows:

1. Skill in executing the movements involved in performing the stunts and routines indicated above.
2. Knowledge of the expressions commonly used in circus stunts (in a specified field).
3. Knowledge of the principles involved in performing circus stunts (in a specified field).
4. Disposition to perform circus stunts (in a specified field) in a sportsmanlike manner.
5. Disposition to perform circus stunts (in a specified field) in a healthmanlike manner.
6. Condition to perform circus stunts (in a specified field) for one-half hour without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating circus stunts (in a specified field). 2. Appreciating the fun, value, and significance of some sport or sports. The first is covered through having the student participate in demonstrations, discussions, etc., in class, and read the reference book outside of class, etc. The second is covered through having the students prepare a term paper outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) of one of the books listed below. General topic: "Sporting Adventures." A due-date is announced by the Instructor. (See p. 15.)

Becktold, Fritz. *Nanga Parbat Adventure*. New York: E. C. Dutton & Co., 1935. 93 p.

Chater, M. *Two Canoe Gypsies*. New York. Harcourt, Brace and Co., 1933. 230 p.

Eddy, Clyde. *Down the World's Most Dangerous River*. New York: Frederick, A. Stokes Company, 1929. 293 p.

Fenger, F. A. *Cruise of the Diabliesse*. New York: Yachting, Inc., 1926. 315 p.

Flores, Augusta. *My Hike. Buenas Aires to New York*. New York: G. P. Putnam's Sons, 1929. 173 p.

Freeman, Louis R. *Waterways of Westward Wandering*. New York: Dodd, Mead & Co., 1927. 368 p.

Grey, Zane. *Roping Lions in the Grand Canyon*. New York: Harper and Brothers, 1924. 119 p.

Heilner, V. C. *Adventures in Angling*. Cincinnati: Stewart Kidd and Co., 1922. 233 p.

Kugy, Julius. *Alpine Pilgrimage*. London: John Murray, 1934. 374 p.

Lewenhaupt, C. A. C. *Sport Across the World*. New York: E. P. Dutton & Co., 1933. 288 p.

Pidgeon, H. *Around the World Single Handed*. New York: Appleton, 300, 1932. 372 p.

Pope, S. T. *Hunting With the Bow and Arrow*. San Francisco: S. H. Barry, 1922. 245 p.

Robinson, W. A. *10,000 Leagues Over the Sea*. Harcourt, Brace and Co., 1932. 372 p.

Raven-Hart, R. *Canoe Errant*. London: J. Murray, 1935. 308 p.

Smythe, F. S. *An Alpine Journey*. London: Victor Gollancz, 1934. 351 p.

Shepard, Odell. *Thy Rod and Creel*. New York: Dodd Mead and Co., 1930. 123 p.

Tambs, Erling. *Cruise of the Teddy*. New York: Harcourt Brace and Co., 1934. 237 p.

Tousley, A. S. *Where Goes the River*. Iowa City. The Tepee Press, 1929. 296 p.

Examinations and Grading Plan (Grade Scale on Page 13)

Term report	15 pts.
Performance test—14 stunts (5 pts. each).....	70 pts.
Performance test—2 routines (6 pts. each).....	12 pts.

Each student is given three opportunities to be examined in these stunts and routines—during the sixth week, twelfth week, and the final examination period. On each of these occasions each student may be examined in as many stunts and/or routines as he chooses. Each student is

given two trials in each test in each of these tests. Each thus may take a total of six trials in each stunt or routine. Successful performance in any trial is credited as passing.

Sportsmanship	5 pts.
Healthmanship	5 pts.
<hr/>	
107 pts.	

Proficiency Examination. The proficiency examination in this course may be taken in any one of the fields of activity covered in the course. The examination consists of a performance examination in 14 stunts and 2 routines. The examinee may try any of the stunts included in the regular lists, or may substitute stunts acceptable to the examiner. The examinee is given two trials at each stunt and each routine. The stunts and routines are scored as follows—5 points for each stunt, and 6 points for each routine successfully performed. Students who secure a total of 50 or more points are awarded credit. (See p. 16, 17.)

Student Circus. The students enrolled in this course are invited to participate in the Student Circus held during the third week in May.

“My thesis is merely this: that we are entering a new world—the world of the machine age, the beginnings of which are unfolding about us; that in the days to come there will be more at rest than at work and more leisure than labor; and that failure to prepare for these conditions, as in the past, will bring disaster. For lethargy in mind and body is a fertile field for the seeds of discontent, disorder, and disease. Thus education for leisure and the enrichment of adult life is no slight educational activity; it is no periphereal problem; nor is it an incidental task. It is rather a fundamental problem effecting the welfare of the State, and it per and as such should receive major consideration.”

—William F. Russell, College Dean.

P. E. 39, ADVANCED CIRCUS STUNTS

Admission. This course is open only to students who have secured credit in P. E. 38, Circus Stunts.

Costume. Blue cotton drill shorts, white wool socks, and canvas-rubber shoes.

Reference Book. Cramlet, L. and Hinote, R. C. *Physical Education Activities*. New York: Dodd, Mead and Co., 1932. 302 p.

Plan of the Course. The course includes twenty-five fields of circus stunts. These are as follows:

1. Aerial casting (top man).
2. Aerial casting (flyman).
3. Juggling.
4. Rope spinning.
5. Ladder balancing.
6. Slack wire walking.
7. Tight wire walking (low wire).
8. Hand balancing (on floor).
9. Globe walking.
10. Trampoline tumbling.
11. Object balancing.
12. Unicycle riding.
13. Giant wheel rolling.
14. Teeter board tumbling.
15. Revolving ladder stunting.
16. Tool juggling.
17. Advanced aerial casting (top man).
18. Advanced aerial casting (fly man).
19. Advanced juggling.
20. Advanced rope spinning.
21. Advanced ladder balancing.
22. Advanced slack wire walking.
23. Advanced tight wire walking (high wire).
24. Advanced hand balancing (on table and chairs).

Each student may elect to work in any one of the fields indicated above, except the field in which he received credit in P. E. 38. Students who have received credit in one of the fields which has an advanced course may elect to work in the advanced course. For example, a student who has received credit in juggling may take advanced juggling. Or he may elect to work in one of the other fields. For example, a student who has re-

ceived credit in rope spinning may work in ladder balancing or teeter board tumbling. Students who have received credit in a field which does not have an advanced course may elect to work in any one of the other beginning courses. For example, a student who received credit in slack wire walking may elect to work in knife throwing or hand balancing.

Each field includes a total of fourteen stunts (twelve required stunts and two optional stunts) and two routines. All optional stunts must be approved by the Instructor. All routines must include four or more stunts and must be approved by the Instructor. The instructor sets the standard of achievement for optional stunts and routines.

The specific activities (and the standards of achievement) included in each field are published separately. These are posted on convenient bulletin boards and distributed as needed.

The first three weeks of the semester is devoted to demonstrating the several fields of activity and having the students experiment with the same. All students must choose a field of work by the end of the third week.

The Objectives. The primary conduct objectives of this course are: Performing circus stunts according to social and hygienic standards. The activities taught in this phase of the course are indicated below. The activities and standards of achievement included in each field of stunts are presented in detail in the individual outlines given to the students.

- I. Twelve required stunts (in a specified field).
- II. Two optional stunts (in a specified field).
- III. One routine of four or more stunts (in a specified field).

The principal control objectives of this phase of the course are as follows:

1. Skill in executing the movements involved in performing the stunts and routines indicated above.
2. Knowledge of the terminology commonly used in circus stunts (in a specified field).
3. Knowledge of the principles involved in performing circus stunts (in a specified field).
4. Disposition to perform circus stunts (in a specified field) in a sportsmanlike manner.
5. Disposition to perform circus stunts (in a specified field) in a healthmanlike manner.
6. Condition to perform circus stunts (in a specified field) for one-half hour without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating circus stunts (in a specified field). 2. Appreciating the history of sports. The first is covered through having the students participate in demonstrations, discussions, etc., in class; read the reference book outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) of one of the books listed below. General topic: "General History of Sports." A due-date is announced by the Instructor. (See p. 15.)

Darwin, B. R. M. *John Gully and His Times*. New York: Harper and Brothers, 1935. 210 p.

Forbes, C. A. *Greek Physical Education*. New York: The Century Company, 1929. 300 p.

Gardiner, E. N. *Greek Athletic Sports and Festivals*. London: Macmillan and Co., 1910. 532 p.

Harlan, Hugh. *History of the Olympic Games*. Los Angeles: Bureau of Athletic Research, 1932. 116 p.

Manchester, Herbert. *Four Centuries of Sports in America*. New York: The Derrydale Press, 1931. 248 p.

Rice, Emmet A. *A Brief History of Physical Education*. New York: A. S. Barnes and Co., 1926. 276 p.

Examinations and Grading Plan (Grade Scale on Page 13)

Term report	15 pts.
Performance test—14 stunts (5 pts. each).....	70 pts.
Performance test—2 routines (6 pts. each)	12 pts.

Each student is given three opportunities to be examined in these stunts and routines—during the sixth week, twelfth week, and the final examination period. On each of these occasions each student may be examined in as many stunts and/or routines as he chooses. Each student is given two trials in each test in each of these tests. Each thus may take a total of six trials in each stunt or routine. Successful performance in any trial is credited as passing.

Sportsmanship	5 pts.
Healthmanship	5 pts.

107 pts.

Proficiency Examination. The proficiency examination in this course may be taken in any one of the fields of activity listed above, for which the student has not previously received credit. The examination consists of a performance examination in 14 stunts and 2 routines. The examinee may try any of the stunts included in the regular lists or may substitute stunts acceptable to the examiner. The examinee is given two trials at each stunt and each routine. The stunts and routines are scored as follows—5 points for each stunt and 6 points for each routine successfully performed. Students who secure a total of 50 or more points are awarded credit. (See p. 16, 17.)

Student Circus. The students enrolled in this course are invited to participate in the Student Circus held during the third week in May.

“The living force in sport is recreation and that implies amusement and enjoyment. County cricket, and still more Test Match Cricket, is hard work in the sphere of public entertainment, almost as hard work, though not yet as dangerous, as that of gladiators. Even in schools the increasingly elaborate organization and over-emphasis on the discipline of games is sapping the capacity for enjoyment in them. And there is danger that this invaluable source of healthy amusement and pleasure will dry up and leave us to look for them in other, and perhaps less profitable ways.”

—R. L. G. Irving, English Author.

The indices of good body mechanics (good posture) common to all individuals, whatever their types of body build are:

First: Head up, with the chin in.

Second: Chest elevated, with the breast bone being the most forward part of the body.

Third: Abdomen flat, with the lower part drawn in and the upper part free and mobile.

Fourth: Spine curving slightly in the forward-backward plane, but straight in the lateral plane.

Fifth: Feet pointed straight forward.

White House Conference on Child
Health and Protection.

P. E. 40, GROUP SPORTS

Costume. Blue cotton drill shorts, white wool socks, and canvas-rubber shoes.

Reference Books. Staley, S. C. *Games, Contests, and Relays*. New York: A. S. Barnes and Co., 1924. 354 p.

Law, G. C. *Games, Contests and Relays* (Mimeographed). Urbana: University of Illinois Information Office, 1933. 41 p.

Objectives. The primary conduct objective of this course is: Participating in group sports according to social and hygienic standards. The standard of achievement is: Reasonably well. The particular group sports taught in this phase of the course are enumerated below:

I. Semi-organized games

- | | |
|----------------|---------------|
| 1. Pin ball. | 3. Bat ball. |
| 2. Punch ball. | 4. Slap ball. |

II. Unorganized games

- | | |
|-----------------------|------------------------|
| 1. Sock 'em. | 7. Shoe scramble. |
| 2. Broncho tag. | 8. Club snatch. |
| 3. Cowboy tag. | 9. Number ball. |
| 4. Dodge ball. | 10. Medicine ball tag. |
| 5. Cleaning the fort. | 11. Jumping circle. |
| 6. Hot hand. | 12. Poison circle. |

III. Unorganized contests

- | | |
|---------------------|---------------------|
| 1. Step on toes. | 7. Swat 'em. |
| 2. Spot wrestle. | 8. Mounted boxing. |
| 3. Indian wrestle. | 9. Stick wrestle |
| 4. Lifting contest. | 10. Stick turn. |
| 5. Mounted wrestle. | 11. Stick pull. |
| 6. Hand wrestle. | 12. Elbow struggle. |

IV. Unorganized relays

- | | |
|-----------------------|------------------------|
| 1. Centipede relay. | 7. Running relay. |
| 2. Fireman carry. | 8. Dizzy Izzy relay. |
| 3. Wheelbarrow relay. | 9. Crab walk relay. |
| 4. Jump stick relay. | 10. Down and up relay. |
| 5. Leap frog relay. | 11. Skin the snake. |
| 6. Man lift relay. | 12. Tap top relay. |

The principal control objectives of this phase of the course are as follows:

1. Skill in executing the movements involved in performing the group sports listed above and the others introduced.
2. Knowledge of the rules for a number of group sports.
3. Knowledge of the terminology commonly used in connection with group sports.
4. Knowledge of the principles involved in participating in group sports.
5. Disposition to participate in group sports in a sportsmanlike manner.
6. Disposition to participate in group sports in a healthmanlike manner.
7. Condition to engage in group sports for one-half hour without undue fatigue.

Three other conduct objectives also given some consideration in this course are: 1. Teaching group sports. 2. Appreciating group sports. 3. Appreciating the technique of outdoor sports. The first is covered through having the students teach two group sports, participate in demonstrations, discussions, etc., in class. The second is covered through having the students participate in demonstrations, discussions, etc., in class; read the reference books outside of class, etc. The third is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) of one of the books listed below. General topic: "Technique of Outdoor Sports." A due-date is announced by the Instructor. (See p. 15.)

Abraham, G. D. *Modern Mountaineering*. London: Methuen Co., 1933. 198 p.

Askins, Charles. *Rifles and Rifle Shooting*. New York: The Macmillan Co., 1934. 244 p.

Bergmen, Ray. *Just Fishing*. Philadelphia: Penn Publishing Co., 1932. 418 p.

Calahan, H. A. *Learning to Sail*. New York: The Macmillan Co., 1932. 316 p.

Jessup, E. H. *Skis and Skiing*. New York: E. P. Dutton Co., 1929. 224 p.

Kronfeld, Robert. *Kronfeld on Gliding and Soaring*. London: John Hamilton, 1932. 379 p.

Lambert, A. W. *Modern Archery*. New York: A. S. Barnes & Co., 1929. 306 p.

Lytton, N. S. (Editor). *Winter Sports*. Philadelphia: J. B. Lippincott Co., 1932. 254 p.

Maydon, H. C. (Editor). *Big Game Shooting in Africa*. Philadelphia: J. B. Lippincott Co., 1932. 445 p.

McTaggart, M. F. *The Art of Riding*. New York: Chas. Scribner's Sons, 1931. 109 p.

Pinkerton, R. E. *The Canoe*. New York: The Macmillan Co., 1928. 162 p.

Reitell, C. E. *Let's Go Fishing*. New York: McGraw Hill Book Co., 1931. 196 p.

Smith, L. B. *Better Trap Shooting*. New York: E. P. Dutton and Co., 1931. 305 p.

Solomon, Ben. *Hikers' Guide*. New York: Leisure League of America, 1934. 96 p.

Vogt, W. C. *Bait Casting*. New York: Longman's Green and Co., 1928. 102 p.

Examinations and Grading Plan (Grade Scale on Page 13)

Term report	15 pts.
Performance test—teaching 1 new (to the class) group sport	25 pts.
This test is given during the last four weeks.	
Ability estimate—on the quality of work demonstrated throughout the semester.....	40 pts.
Written test on the technique of teaching and directing group sports—15 questions (1 pt. each).....	15 pts.
Sportsmanship	5 pts.
Healthmanship	5 pts.
	<hr/> 105 pts.

Proficiency Examination. There is no proficiency examination in this course. (See p. 17.)

Intersectional Competitions. There is no intersectional competition in this course. (See p. 17.)

P. E. 41, ADVANCED SWIMMING

Admission. This course is open only to students who can swim one hundred yards.

Costume. Black rubber swimming cap.

Reference Books. Curteon, T. K. *How to Teach Swimming and Diving*. New York: Association Press, 1934. 238 p.

. . . *Intercollegiate Swimming Guide*. New York: American Sports Publishing Co., 1936.

Objectives. The primary conduct objectives of this course are: 1. Engaging in swimming according to social and hygienic standards. 2. Engaging in diving according to social and hygienic standards. The particular activities taught in this phase of the course, and the standards of achievement adopted for each are as follows:

I. Swimming

1. Crawl stroke (with racing start and proper turn)—50 yards in 30 seconds.
2. Breast stroke (with racing start and proper turn)—50 yards in 42 seconds.
3. Back stroke (with racing start and proper turn)—50 yards in 42 seconds.

II. Diving

1. Front dive—enter water vertically, hands together, feet together.
2. Back dive—enter water, vertically, hands together, feet together.
3. Front jackknife dive—touch toes with the hands, enter water vertically, hands together, feet together.
4. Back jackknife dive—touch toes with the hands, enter water vertically, hands together, feet together.

The principal control objectives of this phase of the course are as follows:

I. Swimming

1. Skill in executing the movements involved in performing the three strokes listed above.
2. Knowledge of the N.C.A.A. Swimming Rules.

3. Knowledge of the principles involved in swimming the three strokes listed above.
4. Knowledge of the terminology commonly used in swimming.
5. Disposition to engage in swimming in a sportsmanlike manner.
6. Disposition to engage in swimming in a healthmanlike manner.
7. Condition to swim for one-half hour without undue fatigue.

II. Diving

1. Skill in executing the movements involved in performing the dives listed above.
2. Knowledge of the N.C.A.A. Diving Rules.
3. Knowledge of the terminology commonly used in diving.
4. Knowledge of principles involved in diving.
5. Disposition to engage in swimming and diving in a sportsmanlike manner.
6. Disposition to engage in swimming and diving in a healthmanlike manner.
7. Condition to engage in swimming and diving without undue fatigue.

Three other conduct objectives also given some consideration in the course are: 1. Appreciating swimming. 2. Appreciating diving. 3. Appreciating the cultural significance of sports. The first and second are covered through having the students participate in discussions, demonstrations, etc., in class; read the reference books outside of class, etc. The third is covered through having the students prepare a term report outside of class.

Term Report. Each student is asked to write a report (1000 to 2500 words) dealing with the general topic: "Philosophy of Sports." The paper may deal with any phase of the topic the writer chooses. For example: "The Greek versus the Roman Ideal of Sport," "The Relative Value of Competitive and Non-competitive Sports," "Modern Society and Sports," "The English Concept of Sport," "My Philosophy of Sport," etc. The paper should include at least two references; the source of all references should be cited. Reference topics: Sports, Athletics. Reference Magazines: *The Journal of Health and Physical Education*, *The Athletic Journal*, *Scholastic Coach*. A due-date is announced by the Instructor. (See p. 15.)

Examinations and Grading Plan

(Grade Scale on Page 13)

Term report	15 pts.
Demonstration test—3 swims (0-5 pts. each).....	15 pts.

Each student may take this test at any time during the first twelve weeks of the semester. Each may be tested in one stroke, or two, or all three at a time, as he chooses, when he chooses. Those who have not been tested in all three strokes by the twelfth week must do so during this week. In this test each student is given only one trial in each stroke, swims 25 yards, and is graded for form only.

Performance test—3 swims (0-16 pts. each).....	48 pts.
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The test in each of these swims is given on different days during the last two weeks of the course. Each student is given one trial; his performance is scored as follows:

Breast Stroke

50 Yds.

Seconds

42 or less—	16 points
44 or less—	15 points
46 or less—	14 points
48 or less—	13 points
50 or less—	12 points
52 or less—	11 points
54 or less—	10 points
56 or less—	9 points
58 or less—	8 points
60 or less—	7 points
62 or less—	6 points
64 or less—	5 points
66 or less—	4 points
68 or less—	3 points
70 or less—	2 points
72 or less—	1 point
72.1 or more—	0 pts.

Crawl Stroke

50 Yds.

Seconds

30 or less—	16 points
32 or less—	15 points
34 or less—	14 points
36 or less—	13 points
38 or less—	12 points
40 or less—	11 points
42 or less—	10 points
44 or less—	9 points
46 or less—	8 points
48 or less—	7 points
50 or less—	6 points
52 or less—	5 points
54 or less—	4 points
56 or less—	3 points
58 or less—	2 points
60 or less—	1 point
60.1 or more—	0 pts.

Back Stroke

50 Yds.

Seconds

42 or less—16 points

44 or less—15 points

46 or less—14 points

48 or less—13 points

50 or less—12 points

52 or less—11 points

54 or less—10 points

56 or less—9 points

58 or less—8 points

60 or less—7 points

62 or less—6 points

64 or less—5 points

66 or less—4 points

68 or less—3 points

70 or less—2 points

72 or less—1 point

72.1 or more—0 pts.

Performance test—4 dives (0-4 pts. each)..... 16 pts.

This test is given during the final examination period. Each student is given two trials in each dive; the best performance is recorded.

Sportsmanship 5 pts.

Healthmanship 5 pts.

104 pts.

Proficiency Examination. The proficiency examination in this course includes two examinations: 1. A performance-demonstration examination in the three swimming events listed above. 2. A performance examination in the four dives listed above. Each student is given one trial in the swimming activities and two trials in the diving activities (the best trial to count). These examinations are scored in the same manner as the regular examinations. Students who secure a total of 50 or more points are awarded credit. (See p. 16, 17.)

Intersectional Advanced Swimming Meet. Each class is asked to enter at least two contestants in each individual event and two teams of four men and three men, respectively, for the two relay races in this competition. Tryouts are held in each class to determine the best performers. Each contestant is restricted to entering two events. The swimming races are conducted according to the N.C.A.A. Swimming Rules. The winners of first and second place in the individual events and the winners of first place in the relays are awarded medals. (See p. 17, 18.)

Events

1. 50 yards free style.
 2. 100 yards free style.
 3. 50 yards back stroke.
 4. 50 yards breast stroke.
 5. 200 yards free style relay (4 men on each team).
 6. 75-yard individual medley
Breast stroke, 25 yards
Back stroke, 25 yards
Crawl stroke, 25 yards.
 7. Diving (1 trial at each dive—each dive scored from 0 to 10 pts.)
Running front dive
Back dive
Running front jackknife dive
Back jackknife dive.
 8. 150-yard medley relay (3 men on each team)
Back stroke, 50 yards
Breast stroke, 50 yards
Crawl stroke, 50 yards.
-

“Preparation for leisure is one of the major educational problems of our day. There has been a tendency to mechanize not only our work but equally our play. I believe the tendency to be inherent in the commercialization of recreation. I do not believe it can be corrected so long as the arts of recreation are left in the hands of those who would use them for private profit. The time has come when recreation for all must become as universal as education for all—when indeed it must be thought of as one of the major phases of education for both children and adults. This means an increased emphasis on physical education.”

—Joy Elmer Morgan, Editor.

“The city of the future should be a regional city, open to the sky, green and pleasant, distinguished and satisfying in its physical appearance, clean and quiet, rich in parks and playgrounds and waterfronts, in museums, concert halls, recreation centers and public buildings, and accessible to the open country—to great country playgrounds.”

—Jacob L. Crane, Planning Consultant.

P. E. 42, LIFE SAVING AND DIVING

Admission. The course is open only to students who can swim two strokes (crawl, breast, back, or side) for 100 yards each.

Costume. Black rubber swimming cap.

Reference Books. . . . *Red Cross Life Saving Methods*. Washington: The American National Red Cross, 1932. 28 p.
. . . *Intercollegiate Swimming Guide*. New York: American Sports Publishing Co. 1936.

Objectives. The primary conduct objectives of the course are: I. Engaging in life saving according to social and hygienic standards. II. Engaging in diving according to social and hygienic standards. The particular activities taught in this phase of the course and the standard of achievement set for each are listed below:

I. Life Saving (Red Cross Senior Life Saving Test)

1. Treading water—30 seconds.
2. Floating motionless—1 minute.
3. Disrobing shoes, pants, shirt and coat in deep water and then swimming one hundred yards— execution.
4. Carrying, in water, another person fully dressed—one minute.
5. Carrying, on land, another person of the same weight, using the fireman's carry or saddle back carry—10 yards.
6. Releasing from the front strangle hold four times in two different positions—execution.
7. Releasing from the back strangle hold four times in two different positions—execution.
8. Releasing from a double grip on one wrist four times, using left and right wrists alternately—execution.
9. Separating two persons locked in a front strangle hold and turning and carrying one away five yards—then repeat and carry the other away five yards—execution.
10. Performing the prone pressure method of resuscitation—1½ minutes.
11. Executing a surface dive and recovering objects in water six to eight feet deep—3 times.
12. Approaching a person in deep water, then turning and carrying the same for five yards in each of the following

ways: approach from the front; approach from the rear; approach from under water—execution.

13. Swimming sixty feet; approaching, turning, and carrying subject sixty feet, using the head carry—execution.
14. Swimming sixty feet; approaching, turning, and carrying subject sixty feet, using the cross chest carry—execution.
15. Swimming sixty feet; approaching, turning and carrying subject sixty feet, using the hair carry—execution.
16. Swimming sixty feet, approaching, turning, and carrying subject sixty feet, using the tired swimmer's carry—execution.

II. Diving

1. Hand stand dive—enter water vertically, hands together, feet together.
2. Hand stand somersault—enter water vertically, hands together, feet together.
3. Forward jack-knife dive $\frac{1}{2}$ screw, standing or running—touch hands to toes, execute $\frac{1}{2}$ twist, enter water vertically, hands together, feet together.
4. Header forward, $\frac{1}{2}$ screw, standing or running—execute $\frac{1}{2}$ twist, enter water vertically, hands together, feet together.
5. Header forward, 1 screw, standing or running—execute 1 twist, enter water vertically, hands together, feet together.
6. Somersault forward, standing or running—execute 1 turn, enter water vertically, hands together feet together.
7. One and a-half somersault forward, standing or running—execute $1\frac{1}{2}$ turns, enter water vertically, hands together, feet together.
8. Somersault backward—execute 1 turn, enter water vertically, hands together, feet together.

The principal control objectives of this phase of the course are as follows:

I. Life Saving

1. Skill in executing the movements involved in performing the activities listed above.
2. Knowledge of the principles involved in life saving.
3. Knowledge of the terminology commonly used in connection with life saving.
4. Disposition to perform the several life saving activities in a sportsmanlike manner.

5. Disposition to perform the several life saving activities in a healthmanlike manner.
6. Condition to perform the several life saving activities for one-half hour without undue fatigue.

II. Diving

1. Skill in executing the movements involved in performing the dives listed above.
2. Knowledge of the N. C. A. A. diving rules.
3. Knowledge of common diving terminology.
4. Knowledge of the principles involved in diving.
5. Disposition to engage in diving in a sportsmanlike manner.
6. Disposition to engage in diving in a healthmanlike manner.
7. Condition to engage in diving for one-half hour without undue fatigue.

Three other conduct objectives also given some consideration in the course are: 1. Appreciation of life saving. 2. Appreciating diving. 3. Appreciation of swimming pool and/or beach operation. The first and second covered through having the student participate in discussions, demonstrations, etc., in class, read the reference books outside of class, etc. The third is covered through having the students prepare a term report outside of class.

Term Report. Each student is asked to write a report (1000 to 2500 words) dealing with the general topic, "The Operation of Swimming Pools and/or Beaches." The report should deal with all phases of the topic. The paper should include references from at least two sources. The source of these references should be cited. Reference Topics: Swimming Pools, Life Saving. Reference Magazines: *Beach and Pool, Recreation, The Journal of Health and Physical Education*. A due-date is announced by the Instructor. (See p. 15.)

Examinations and Grading Plan (Grade Scale on Page 13)

Term report..... 15 pts.
Performance test—16 life saving activities (0-3 pts. each) 48 pts.

The test in these activities is given at varying times during the last eight weeks of the semester as announced by the Instructor.

Performance test—8 dives (0-3 pts. each)..... 24 pts.
The test is given during the last two weeks.

Written test, on life saving—30 questions ($\frac{1}{4}$ pt. each).... 10 pts.

1 question ($2\frac{1}{2}$ pts.). This test covers the thirty questions presented on pages 27-28 of the "Red Cross Life Saving Manual," and 1 question relating to resuscitation found in the same manual. The test is given during the final examination period.

Sportsmanship	5 pts.
Healthmanship	5 pts.
	<hr/>
	107 pts.

Proficiency Examination. The proficiency examination in this course includes two examinations: 1. A performance examination in the life saving activities listed above. 2. A performance examination in the diving events listed above. Each student is given one trial at each life saving activity and two trials at each diving event (the best trial is scored). Both examinations are scored as in the regular examination. Students who secure a total of 50 or more points are awarded credit. (See p. 16, 17.)

Intersectional Fancy Diving Meet. Each class is asked to enter a minimum of five contestants in this meet. The competition consists of performing five dives, of which four must be selected from those taught in class, and one may be optional. All dives are scored according to the N.C.A.A. Diving Rules. The winners of first place and second place are awarded medals. (See p. 17, 18.)

"Legislation should put physical education into every school curriculum. What is most needed, however, is a maximum of civic consciousness and a minimum of legislation. The minimum of legislation is to require thirty minutes every day in the curriculum for physical education; prescribe that the program be suited to the individual, require a passing mark for promotion and graduation and allow credit for the physical education course. School gymnasias and playgrounds should be made available for use after school hours."

—White House Conference on Child
Health and Protection.

P. E. 43, WATER POLO AND ICE HOCKEY

Admission. This course is open only to students who can skate reasonably well, and who can swim two strokes (crawl, breast, back, or side) for 100 yards each.

Special Note. This course includes two activities, water polo and ice hockey. In the first semester water polo is taught during the first nine weeks and ice hockey during the second nine weeks; in the second semester the order is reversed.

The proficiency examination in the course covers both water polo and ice hockey. In order to secure proficiency examination credit a student must secure a minimum of 25 points in each examination. (See p. 16, 17.)

Laboratory Fee. \$2.25. This fee covers the ice rink charge.

WATER POLO

Costume. Black rubber swimming cap.

Reference Book. . . . *Intercollegiate Swimming Guide*, No. 91R. New York: American Sports Publishing Co., 1936.

Objectives. The primary conduct objective of this part of the course is: Playing water polo, according to social and hygienic standards. The standard of achievement is: Reasonably well.

The control objectives of this part of the course are as follows:

1. Skill in swimming the crawl stroke.
2. Skill in starting, turning, and stopping while swimming.
3. Skill in dribbling the ball.
4. Skill in making a forward pass.
5. Skill in making a backward pass.
6. Skill in receiving a passed ball.
7. Skill in throwing goals in play.
8. Skill in intercepting a passed ball.
9. Skill in making penalty throws.
10. Skill in retaining the ball from a tackler.
11. Skill in tackling an opponent with the ball and securing possession of the ball.
12. Knowledge of the rules.
13. Knowledge of offensive strategy.
14. Knowledge of defensive strategy.
15. Knowledge of water polo nomenclature.
16. Knowledge of principles involved in playing water polo.
17. Disposition to play water polo in a sportsmanlike manner.

18. Disposition to play water polo in a healthmanlike manner.
19. Condition to play a game of water polo without undue fatigue.

Examinations and Grading Plan (Grade Scale on Page 13)

Written test on rules, strategy, etc.—10 questions (1½ pt. each)	5 pts.
This test is given during the fourth week.	
Demonstration test—5 skills (0-2 pts. each).....	10 pts.
This test is given during the last two meetings.	
Performance test—playing a game.....	30 pts.
This test is given: In the first semester, just after the close of the season on a date set by the instructor. In the second semester, during the final examination period.	
Sportsmanship	3 pts.
Healthmanship	2 pts.
	50 pts.

Proficiency Examination. The proficiency examination in water polo includes three examinations: 1. A written examination covering rules (10 questions, ½ pt. each). 2. A demonstration examination, covering skills (5 skills, 2 pts. each). 3. A performance examination consisting of playing a game (30 pts.). (See Special Note on p. 106.)

Intersectional Water Polo Tournament. Each class is asked to enter a team of eight players in this tournament. The tournament is conducted on the elimination basis. All games are played according to the N.C.A.A. Water Polo Rules, except as follows. Each game consists of two five-minute periods. In case of a tie score, two additional periods of two minutes each are played. The members of the winning team are awarded medals. (See p. 17, 18.)

ICE HOCKEY

Equipment. Ice skates and hockey stick.

Reference Books. Sayles, A. and Hallock, G. *Ice Hockey*. New York: A. S. Barnes and Co., 1931. 132 p.
 . . . *National Collegiate Ice Hockey Guide*, No. 92R. New York: American Sports Publishing Co., 1936.

Objectives. The primary conduct objective of this part of the course is: Playing ice hockey according to social and hygienic standards. The standard of achievement is: Reasonably well.

The principal control objectives of this part of the course are as follows:

1. Skill in starting, turning, and stopping while skating.
2. Skill in handling the stick.
3. Skill in bullying.
4. Skill in dribbling the puck past opponents.
5. Skill in passing the puck.
6. Skill in receiving a pass.
7. Skill in intercepting a pass.
8. Skill in shooting the puck at the goal.
9. Skill in intercepting a shot at the goal.
10. Skill in tackling an opponent with the puck and securing possession of the same.
11. Skill in retaining the puck from a tackler.
12. Knowledge of the rules.
13. Knowledge of offensive strategy.
14. Knowledge of defensive strategy.
15. Knowledge of ice hockey nomenclature.
16. Knowledge of the principles involved in playing ice hockey.
17. Disposition to play ice hockey in a sportsmanlike manner.
18. Disposition to play ice hockey in a healthmanlike manner.
19. Condition to play a game of 3 ten-minute periods without undue fatigue.

Examinations and Grading Plan (Grade Scale on Page 13)

Written test on rules, strategy, etc.—10 questions (½ pt. each)	5 pts.
This test is given during the fourth week.	
Demonstration test—5 skills (0.2 pts. each)	10 pts.
This test is given during the last two meetings.	
Performance test—playing a game	30 pts.
This test is given: In the first semester, just after the close of the season on a date set by the Inspector. In the second semester, during the final examination period.	
Sportsmanship	3 pts.
Healthmanship	2 pts.
	50 pts.

Proficiency Examination. The proficiency examination in ice hockey includes three examinations. 1. A written examination covering rules (10 questions, $\frac{1}{2}$ pt. each). 2. A demonstration examination covering skills (5 skills, 2 pts. each). 3. A performance examination consisting of playing a game (30 pts.). (See Special Note on p. 106.)

Intersectional Ice Hockey Tournament. Each class is asked to enter a team of eight players in this tournament. The tournament is conducted on the elimination basis. All games are played according to the N.C.A.A. Ice Hockey Rules except as follows: Each game consists of two fifteen-minute periods. In case of a tie score two additional periods of five minutes each are played. The members of the winning team are awarded medals. (See p. 17, 18.)

Additional Objectives. Three other conduct objectives also given some consideration in the course are: 1. Appreciating water polo. 2. Appreciating ice hockey. 3. Appreciating nature and wild life. The first and second are covered through having the students participate in discussions, demonstrations, etc., in class; read the reference books outside of class. The third is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) of one of the books listed below. General topic: "Nature and Wildlife." A due-date is announced by the Instructor. (See p. 15.)

Basher, Ray. *Secrets of the Friendly Woods*. New York: The Century Co., 1926. 220 p.

Chapman, F. M. *Autobiography of a Bird Lover*. New York: Appleton Century Co., 1933. 420 p.

Beebe, William. *The Log of the Sun*. Garden City: Garden City Publishing Co., 1906. 321 p.

Burroughs, John. *In the Catskills*. Boston: Houghton Mifflin Co., 1910. 251 p.

Crowder, W. A. *A Naturalist at the Seashore*. New York: The Century Co., 1928. 384 p.

Fuller, R. T. *Doorway to Nature*. New York: The John Day Co., 1931. 284 p.

Hudson, W. H. *The Book of a Naturalist*. New York: George H. Doran Co., 1919. 360 p.

Mills, E. A. *The Adventures of a Nature Guide*. New York: Doubleday, Page & Co., 1920. 271 p.

Muir, John. *My First Summer in the Sierra*. New York: Houghton Mifflin Co., 1911. 354 p.

Rutledge, A. H. *Days Off in Dixie*. New York: Doubleday Doran & Co., 1924.

Scoville, Samuel. *Everyday Adventures*. Boston: Atlantic Monthly, 1920. 241 p.

Sharp, D. L. *Sanctuary, Sanctuary*. New York: Harper & Co. 1926. 227 p.

Shiras, George. *Hunting Wildlife With Camera and Flash-light*. Washington: National Geographic Society, 1935.

Torrey, Bradford. *Footing it in Franconia*. Boston: The Houghton Mifflin Co., 1901. 251 p.

Grading Plan

Term report..... 10 pts.

Final Grade (Grade Scale on Page 13)

The final grade for the course is based on the total points received in the three factors graded. These in summary are as follows:

Water Polo	50 pts.
Ice Hockey	50 pts.
Term Report	10 pts.

Total.....110 pts.

“Man’s progress leaves a trail of desolation across the face of Nature. It is inevitable that the ever increasing needs of modern life should present an equally increasing menace to our wildflowers. Now as never before, true Nature lovers must strive to protect what is left. The most basic need of all seems to be a more intelligent love, and ever deepening realization of just how much they mean to us and of what we may do to protect them. True love always has laughed at difficulties and worked miracles and always will. It can preserve to us our wildflowers. So let’s love ’em and leave ’em.”

—Percival S. Ridsdale, Editor.

P. E. 44, HANDBALL

Costume and Equipment. Blue cotton drill shorts, white wool socks, canvas-rubber shoes, handball gloves, and a large handball.

Reference Book. . . . *How to Play Handball.* New York: American Sports Publishing Co., 1936.

Objectives. The primary conduct objective of this course is: Playing four-wall handball (singles, doubles, and cut-throat) according to social and hygienic standards. The standard of achievement is: Reasonably well.

The principal control objectives of this phase of the course are indicated below:

1. Skill in serving.
2. Skill in receiving the service.
3. Skill with both the left and right hands in returning balls to the front wall in all of the following standard manners
 - Under arm swing
 - Side arm swing
 - Pick up
 - Punch.
4. Skill with both the left and right hands in returning balls traveling in the following manners
 - Balls coming off front wall
 - Balls coming off side walls
 - Balls coming off back wall
 - Balls coming out of back corners.
5. Knowledge of the rules (singles, doubles and cut throat).
6. Knowledge of the technique of play in singles, doubles, and cut throat.
7. Knowledge of the common terms and expressions used in handball.
8. Knowledge of principles involved in playing handball.
9. Disposition to observe the standards of conduct (sportsmanship) universally accepted in playing handball.
10. Disposition to observe reasonably hygienic standards in connection with playing handball.
11. Condition to play a match of 3 games without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating handball. 2. Appreciating the

need for and significance of municipal recreation. The first is covered through having the students participate in discussions, demonstrations, etc., in class; read the reference book outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a paper (1000 to 2500 words) dealing with the general topic: "Municipal Recreation." The paper may deal with any phase of the subject the writer chooses, such as, "The Need for Organized Recreation in a Modern City," "The Layout and Construction of a Model Playground," "The Recreational Program in Peoria," "The Recreational Facilities Needed in My Home City," "Playgrounds versus Prisons," etc. The paper should include references from at least two sources. Reference topics: Recreation, Play. Reference Magazines: *Recreation*, *Parks and Recreation*. A due-date is announced by the Instructor. (See p. 15.)

Examinations and Grading Plan (Grade Scale on Page 13)

Term report 12 pts.
 Preliminary demonstration test—3 skills (0-2 pts. each) 6 pts.
 This test is given during the eighth week.

Written test on rules, strategy, etc.—10 questions
 1 pt. each)..... 10 pts.
 This test is given during the tenth week.

Preliminary performance test—playing 1 regulation
 game 15 pts.
 This test is given during the twelfth week.

Final performance test—playing 10 matches (2 out of 3
 regulation games) in a group round robin tournament 42 pts.
 Five matches are played in class and five outside
 of class. This test is given during the last four
 weeks of the semester. Each student's perform-
 ance is scored as follows:

10 wins—42 pts.	4 wins—24 pts.
9 wins—39 pts.	3 wins—21 pts.
8 wins—36 pts.	2 wins—18 pts.
7 wins—33 pts.	1 win —15 pts.
6 wins—30 pts.	0 wins—12 pts.
5 wins—27 pts.	

Final demonstration test—5 skills (0-2 pts. each).....	10 pts.
This test is given during the final examination period.	
Sportsmanship	5 pts.
Healthmanship	5 pts.
	<hr/>
	105 pts.

Proficiency Examination. The proficiency examination in this course includes three examinations: 1. A written examination covering rules and strategy (10 questions, 1 pt. each). 2. A demonstration examination covering skills (5 skills, 2 pts. each). 3. A performance examination consisting of playing a game (42 pts.). Students securing a total of 40 or more points are awarded credit. (See p. 16, 17.)

Intersectional Handball Tournaments (Singles and Doubles). Each class is asked to enter a minimum of four singles players and two doubles teams in these tournaments. A player may enter only one tournament. Both tournaments are conducted on the elimination basis. All games are played according to the A.A.U. Handball Rules. A match consists of winning two out of three regulation games. The winner and runner-up in each tournament are awarded medals. (See p. 17, 18.)

“The important thing in the Olympic Games is not winning but taking part. The essential thing is not conquering, but fighting well.”

—Baron Pierre Couberton, Founder
of the Olympic Games.

MODERN OLYMPIC OATH

“We swear that we will take part in the Olympic Games in loyal competition respecting the regulations which govern them and desirous of participating in them in the true spirit of sportsmanship for the honor of our country and for the glory of sport.”

“The finest prison ever built is but a monument to neglected youth.”

—Cecil F. Martin, Recreational Director.

P. E. 45, SQUASH RACQUETS

Costume and Equipment. Blue cotton drill shorts, white wool socks, canvas-rubber shoes, wood squash racquet bat, and squash racquet ball.

Reference Books. Amr, F. D. *The Art of Squash Racquets*. London: Chapman and Hall, 1934. 142 p.

Cowles, H. L. *Art of Squash Racquet*. New York: The Macmillan Co., 1935. 88 p.

Objectives. The primary conduct objective of this course is: Playing squash racquets according to social and hygienic standards. The standard of achievement is: Reasonably well.

The principal control objectives of this phase of the course are listed below:

1. Skill in serving.
2. Skill in returning service.
3. Skill in hitting ball off front wall with forehand stroke.
4. Skill in hitting ball off front wall with backhand stroke.
5. Skill in hitting ball off side wall with forehand stroke.
6. Skill in hitting ball off side wall with backhand stroke.
7. Skill in hitting ball off back wall with forehand stroke.
8. Skill in hitting ball off back wall with backhand stroke.
9. Knowledge of the rules.
10. Knowledge of offensive strategy.
11. Knowledge of defensive strategy.
12. Knowledge of the terminology commonly used in squash racquets.
13. Knowledge of principles involved in playing squash racquets.
14. Disposition to play squash racquets in a sportsmanlike manner.
15. Disposition to observe reasonable hygienic standards in playing squash racquets.
16. Condition to play a match of 5 games without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating squash racquets. 2. Appreciating the cultural significance of sports. The first is covered through having the students participate in discussions, demonstrations, etc., in class; read the reference books outside of class, etc. The

second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) of one of the books listed. General topic: "Philosophy of Sport." A due-date is announced by the Instructor. (See p. 15.)

Gulick, L. H. *A Philosophy of Play*. New York: Charles Scribner's Sons, 1920. 291 p.

Kennedy, C. W. *College Athletics*. Princeton, N. J. Princeton University Press, 1925. 72 p.

Kennedy, C. W. *Sport and Sportsmanship*. Princeton, N. J. Princeton University Press, 1931. 59 p.

McBride, Peter. *The Philosophy of Sport*. London: Heath Cranton, 1932. 190 p.

Nash, J. B. *Spectatoritis*. New York: Sears Publishing Co., 1932. 284 p.

Rogers, F. R. *The Amateur Spirit in Scholastic Games and Sports*. Albany: C. F. Williams and Son, 1929. 148 p.

Rogers, F. R. *The Future of Interscholastic Athletics*. New York: Teachers College (Columbia University), 1929, 137 p.

Steiner, J. F. *Americans at Play*. New York: McGraw Hill Book Co., 1932. 201 p.

Tunis, J. R. *Sports: Heroics and Hysterics*. New York: The John Day Company, 1928. 293 p.

Williams, J. F. and Morrison, W. L. *A Textbook of Physical Education*. Philadelphia: W. B. Saunders Co., 1931. 343 p.

Examinations and Grading Plan (Grade Scale on Page 13)

Term report 12 pts.

Preliminary demonstration test—3 skills (0-2 pts. each) 6 pts.

This test is given during the eighth week.

Written test on rules, strategy, etc.—10 questions (1 pt. each) 10 pts.

This test is given during the tenth week.

Preliminary performance test—playing one regulation game 15 pts.

This test is given during the twelfth week.

Final performance test—playing 10 matches (2 out of 3 regulation games) in a group round robin tournament 42 pts.

Five matches are played in class and five outside of class. This test is given during the last four weeks. Each student's performance is scored as follows:

10 wins—42 pts.	4 wins—24 pts.
9 wins—39 pts.	3 wins—21 pts.
8 wins—36 pts.	2 wins—18 pts.
7 wins—33 pts.	1 win —15 pts.
6 wins—30 pts.	0 wins—12 pts.
5 wins—27 pts.	

Final demonstration test—5 skills (0-2 pts. each)..... 10 pts.

This test is given during the final examination period.

Sportsmanship 5 pts.

Healthmanship 5 pts.

105 pts.

Proficiency Examination. The proficiency examination in this course includes three examinations. 1. A written examination covering rules and strategy (10 questions, 1 pt. each). 2. A demonstration examination covering skills (5 skills, 2 pts. each). 3. A performance examination consisting of playing a game of squash racquets (42 points). Students who secure a total of 40 or more points are awarded credit. (See p. 16, 17.)

Intersectional Squash Racquets Tournament. Each class is asked to enter four or more contestants in this tournament. The tournament is conducted on the elimination basis. All games are played according to the U.S.S.R.A. Rules. A match consists of winning three out of five regulation games. The winner and runner-up are awarded medals. (See p. 17, 18.)

In the last analysis, is there to be any permanent diminution of crime, we shall have to look to our adolescents. . . . Educators and social workers know from actual experience that juvenile delinquency gives way before supervised playgrounds and well organized boys' and kindred organizations.

—Lewis E. Lawes, Prison Warden.

P. E. 46, ARCHERY

Equipment. Bow, one dozen arrows, finger tab (or glove), and arm guard.

Reference Books. Rounsevelle, Phillip. *Archery Simplified*. New York: A. S. Barnes and Co., 1931. 120 p.

Elmer, R. P. *Archery*. Philadelphia: The Penn Publishing Co., 1933. 564 p.

Objectives. The primary conduct objective of this course is: Engaging in archery according to social and hygienic standards. The standard of achievement is: Shooting the American round with a score of 350 or more.

The principal control objectives of this phase of the course are as follows:

1. Skill in repairing a bow, string, and arrow.
2. Skill in stringing and unstringing a bow.
3. Ability to establish and adjust a point of aim.
4. Skill in shooting at 40 yards, 50 yards, and 60 yards.
5. Knowledge of the rules for shooting the American round.
6. Knowledge of archery tackle.
7. Knowledge of the common nomenclature used in Archery.
8. Knowledge of principles involved in Archery.
9. Disposition to observe established etiquette when engaging in Archery.
10. Disposition to observe reasonable hygienic standards when engaging in Archery.
11. Condition to shoot the American round without undue fatigue.

Two other conduct objectives also given some consideration in the course are: 1. Appreciating archery. 2. Appreciating the cultural significance of outdoor sports. The first is covered through having the students participate in discussions, demonstrations, etc., in class; read the reference books outside of class, etc. The second is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a term paper (1000 to 2500 words) reviewing three articles dealing with some phase of the general topic: "Outdoor Sports." One article should be chosen from each of three of the following magazines: *Appa-*

lachie, American Forests, Yachting, and Field and Stream. The source of the articles reviewed should be cited. A due-date is announced by the Instructor. (See p. 15.)

Examination and Grading Plan (Grade Scale on Page 13)

Term report 15 pts.

Performance test—shooting the American round, 5 times,
(0-15 pts. each)..... 75 pts.

These five examinations are given at the following times: During the tenth week, the twelfth week and the last three meetings respectively. Each student's performance is scored as follows:

380 or more pts.....	15 pts.
360-379 pts.	14 pts.
340-359 pts.	13 pts.
320-339 pts.	12 pts.
300-319 pts.	11 pts.
280-299 pts.	10 pts.
260-279 pts.	9 pts.
240-269 pts.	8 pts.
220-249 pts.	7 pts.
200-219 pts.	6 pts.
180-199 pts.	5 pts.
160-179 pts.	4 pts.
140-159 pts.	3 pts.
120-119 pts.	2 pts.
100-139 pts.	1 pt.
99 or less pts.....	0 pts.

Written test, on rules and techniques, 10 questions (1 pt. each) 10 pts.

This test is given during the final examination period.

Sportsmanship 5 pts.

Healthmanship 5 pts.

110 pts.

Proficiency Examination. The proficiency examination in this course includes two examinations: 1. A written examination on

the rules and technique of archery (10 questions, 1 pt. each).
2. A performance examination in shooting the American Round (1 pt. for each 5 pts. scored). Students who secure a total of 50 or more points are awarded credit. (See p. 16, 17.)

Intersectional Archery Tournament. Each class is asked to enter a minimum of five contestants in this meet. The tournament consists of shooting the American Round, according to the N.A.A. Rules. The winners of first place and second place are awarded medals. (See p. 17, 18.)

CONSERVATION PLATFORM

1. Eradicate pollution to safeguard health and aquatic life.
2. Protect and extend our forests.
3. Restore unwisely drained areas and prevent unjustifiable drainage.
4. Stop sale of wild game and game fish.
5. Encourage production of wildlife by improving natural conditions and increasing artificial propagation.
6. Obtain non-political administration of conservation departments.
7. Stimulate public sentiment and teach conservation in the schools.
8. Establish departments in state educational institutions to advance the practice of wildlife conservation through more trained workers and initiate land management to produce wildlife.
9. Support land use and tax policies encouraging adequate forests and wildlife.
10. Support development of comprehensive, scientific and practical plans to restore and perpetuate the country's wildlife, particularly waterfowl and other endangered species.
11. Obtain the recognition of wildlife as a public resource in the administration of all public lands, based on a policy of greatest benefit to the greatest number.
12. Protect our National Parks, National Forests, and Public waters from commercial development or uses incompatible with the public interest, and preserve areas of primitive country as monuments to the rugged beauty of the natural wilderness.

—Izaak Walton League of America.

P. E. 47, SABRE AND EPEE FENCING

Admission. This course is open only to students who have secured credit in P. E. 30, Foil Fencing, or students who have been approved by the Instructor.

Special Note. This course includes two activities, sabre fencing and epee fencing. Each student enrolled in the course must elect to study one of these activities; this decision must be made on or before the first class meeting.

Costume. White canvas fencing half jacket; blue cotton drill shorts, white wool socks, fencing glove, canvas-rubber shoes, and a sabre or an epee.

Reference Books. Costello, J. M. *Theory and Practice of Fencing*. New York: Chas. Scribner's Sons, 1933. 272 p.

. . . *The Art of Fencing, No. 30R*. New York: American Sports Publishing Co., 1936.

Objectives. The primary conduct objectives of this course are: 1. Engaging in sabre fencing according to social and hygienic standards. 2. Engaging in epee fencing according to social and hygienic standards. The standard of achievement for each of these activities is: Reasonably well.

The principal control objectives of each of these activities is given below:

I. Sabre Fencing

1. Skill in executing the fundamental positions and movements

The on guard position

The advance

The retreat

The lunge.

2. Skill in executing certain simple attacks

The point thrust

The beat cut

The cheek cut (left and right)

The flank cut (left and right)

The arm cut

The direct beat.

3. Skill in executing certain complex attacks

The one-two (vertical and horizontal)

The change beat
The feint flank, cut head
The feint head, disengage point to chest.

4. Skill in executing certain simple parries and ripostes
The head parry and riposte
The cheek parries and ripostes
The low flank parries and ripostes
The high flank parries and ripostes
The second parry and riposte
The counter third parry and riposte
The parry of the half counter.
5. Skill in executing certain special movements
Stop cuts
Time cuts
Compound ripostes.
6. Knowledge of the rules.
7. Knowledge of common technical terms used in connection with sabre fencing.
8. Knowledge of strategy.
9. Knowledge of the principles involved in sabre fencing.
10. Disposition to observe established social standards when fencing.
11. Disposition to observe reasonable hygienic standards when fencing.
12. Condition to fence a match of three bouts without undue fatigue.

II. Epee Fencing

1. Skill in executing the fundamental positions and movements
The on guard position
The advance
The retreat
The lunge
The jump lunge
The flash.
2. Skill in executing certain simple attacks
The dig (under arm ; upper arm ; inside and outside)
The disengage
The beat
The bind.

3. Skill in executing certain simple parries
 The parry of second
 The parry of eighth
 The parry of sixth
 The counter parry of sixth.
4. Skill in executing certain special movements
 The stop thrust.
5. Knowledge of rules.
6. Knowledge of common technical terms used in connection with epee fencing.
7. Knowledge of strategy.
8. Knowledge of the principles involved in epee fencing.
9. Disposition to observe established social standards when fencing.
10. Disposition to observe reasonable hygienic standards when fencing.
11. Condition to fence a match of three bouts without undue fatigue.

Three other conduct objectives given some consideration in the course are: 1. Appreciating sabre fencing. 2. Appreciating epee fencing. 3. Appreciating sporting literature. The first and second are covered through having the students participate in discussions, demonstrations, etc., in class; read the reference books outside of class, etc. The third is covered through having the students prepare a term report outside of class.

Term Report. Each individual is asked to write a review (1000 to 2500 words) on one of the books listed below. Subject, "Sporting Literature Classics." A due-date is announced by the Instructor. (See p. 15.)

Day, F. P. *The Autobiography of a Fisherman*. Garden City, New York: Doubleday, Page and Co., 1927. 202 p.

Devine, Eric. *Midget Magellans*. New York: Smith and D. Haas, 1935. 223 p.

Graham, Stephen. *The Gentle Art of Tramping*. New York: D. Appleton and Co., 1926. 271 p.

King, Clarence. *Mountaineering in the Sierra Nevadas*. New York: W. W. Norton and Co., 1935. 220 p.

London, Jack. *The Cruise of the Shark*. New York. The Macmillan Co., 1928. 340 p.

McGuire, Henry. *Tales of Rod and Gun*. New York: The Macmillan Co., 1931. 218 p.

Mummery, A. F. *My Climbs in the Alps and Caucasus*. London: T. Fisher Unwin, 1908. 361 p.

Powell, J. W. *First Through the Grand Canyon*. New York. The Macmillan Co., 1935. 320 p.

Roosevelt, Theodore. *Hunting Trips of a Ranchman*. New York: G. P. Putnam's Sons, 1927. 348 p.

Rutledge, A. H. *Plantation Game Trails*. Houghton, Mifflin Co., 1931.

Stoddard, C. C. *Shanks Mare*. New York: George H. Doran Co., 1924. 217 p.

VanDyke, Henry. *Fisherman's Luck*. New York: Charles Scribner's Sons, 1908. 285 p.

Examinations and Grading Plan (Grade Scale on Page 13)

Term report	15 pts.
Written test on rules, strategy, etc.—10 questions (1 pt. each)	10 pts.
Performance test—fencing match, 1 three-minute bout....	40 pts.
This test is given during the last four weeks of the semester.	
Performance test—5 skills (0-6 pts. each).....	30 pts.
This test is given during the final examination period.	
Sportsmanship	5 pts.
Healthmanship	5 pts.
	105 pts.

Proficiency Examination. The proficiency examination in this course may be taken in either one of the two activities covered, sabre fencing or epee fencing. In either case the examination includes three examinations: 1. A written examination covering rules, strategy, nomenclature, etc. (10 questions, 1 pt. each). 2. A demonstration examination covering skills (5 skills, 6 pts. each). 3. A performance examination consisting of fencing one three-minute bout (40 points). Students who secure a total of 56 or more points are awarded credit. (See p. 16, 17.)

Intersectional Sabre and Epee Fencing Tournament. Each class is asked to enter a minimum of eight contestants in each

of these tournaments. Both tournaments are conducted on the elimination basis. Both are also conducted on a handicap basis; the instructor designates each contestant's handicap. All matches in both tournaments are conducted according to the A.F.L.A. Rules. The winners of first and second place in each tournament are awarded medals. (See p. 17, 18.)

THE AMERICAN SPORTSMAN'S CREED

I want my boy and his comrades and the boys of the future to receive this heritage of gun and rod. It is a heritage of the open, which now must be idealized to a love of nature and a thoughtfulness for the meaning and preservation of life.

Feeling this, I record my unalterable belief that a Sportsman should:

1. Never in sport endanger human life.
2. Never kill wantonly, or needlessly, or brutally.
3. Obey the laws of State and Nation, work for better laws, and uphold the law-enforcing authorities.
4. Respect the rights of farmers and property-owners and also their feelings.
5. Always leave seed for birds and game in covers.
6. Never be a fish-hog.
7. Discourage the killing of game for commercial purposes by refusing to purchase trophies.
8. Study and record the natural history of game species in the interest of science.
9. Love Nature and its denizens, and

“Be a Gentleman.”

To this ideal I consecrate myself—that sport shall not be my only aim—that my reward and my lesson shall be in the thrill of the chase and the glory of the heights, and the whistle of the stag—in the music of the murmuring stream and the leap of the playing trout—in the gold of the autumn's woods and the whirr of the ruffed grouse—in the sweet scent that breathes from off the sea and in the beauty and silence of the lonely hills and dells.

—American Game Protective Association.





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